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RECREATION

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— September 1941 —

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By Regina J. Woody

Plays in the Vernacular

By Irene Welty

Creative Crafts for Recreation

By Louis W. Kolakoski

Mothers' Clubs Bridge the Seasons

By Beverly S. Sheffield

Recreation Clubs—An Educational Experiment

By Katherine M. Rahl

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Freedom

ONE OF THE MOST important freedoms is the freedom to build one's own life, one's own immortal soul, freedom just to be and to do and grow into the kind of person one wants to be.

There has to be a medium in which to grow. One wants to be with other people, to sing with them, to put on plays with them, to play tennis and golf, and yet in all this comradeship one wants still to remain one's self, not to be required consciously or unconsciously to sign away one's freedom.

It is in recreation more than in any other field that free choice counts. Men have been slaves and yet have been free in their minds, in their poetry, in their standards of taste. We require a tradition, a climate of freedom if we are really to be free in our "free time."

Government and private societies, too, can give us facilities, can give us a minimum amount of leadership, but the very essence of recreation is to leave the individual and the group free to make independent choices as to what is to be done. In the recreation center no one is compelled to swim, to skate, to sing, to play the violin. The opportunity is here—take it or leave it. Every participation is a democratic vote for a given activity.

The recreation system is merely a cooperative movement to provide the setting for the people to do what they want to do in a world of freedom.

Howard Bracher

September



Photo by H. Armstrong Roberts

Recreation Clubs—An Educational Experiment



This article was presented as a paper last April before the Recreation Section of the Midwest Physical Education Convention at Charleston, West Virginia. The readers of *Recreation* will be interested in knowing that the program of the Recreation Clubs of The University of Chicago Laboratory Schools has never before been made available in printed form.

By

KATHERINE M. RAHL
The Laboratory Schools
The University of Chicago

THE RECREATION CLUBS in the Laboratory Schools of The University of Chicago provide the opportunity for the elementary school children to participate in after-school recreation activities under the direction and supervision of competent leaders. The clubs have been in existence for a period of twelve years.

The purposes of the clubs are primarily recreational. The term "play clubs" which is used by the children in speaking of their groups is indicative of the chief purpose of the clubs from the point of view of the boys and girls. Although the activities are primarily recreational in nature, there are frequently many favorable opportunities for the development of intellectual and cultural qualities in the children. One of the major purposes is the increased opportunity for social and emotional adjustment of the boys and girls.

Organization and Procedures

The organization of the clubs is based on the grade level of the children. There are separate clubs for both boys and girls in grades one, two, three, four, five and six, making a total of twelve. Although attendance is optional with the children, a large percentage of them enroll in the clubs and attend regularly. The children meet in their respective groups for an hour and a half after the dismissal of school in the afternoon on the first

four days of each school week. This program is maintained throughout the school year.

The direction of the activities of each club is done by an adult leader. The leaders are employed on a part-time basis. They are usually college students or others who have an interest in children and some experience in recreation activities. Men leaders are in charge of the boys' clubs and women leaders direct the girls' clubs. It is the usual procedure for a leader to continue as director of one group for the entire school year unless unsatisfactory leadership or unforeseen circumstances make it advisable to change. The club leaders are responsible for planning and conducting daily activities suited to the apparent needs and interests of their respective groups. Daily reports of the attendance and activities of each group are made by the leaders and filed in the club office. Each leader is responsible for the general welfare of the children during periods of recreation. School physicians are notified at once in case of illness or injury of a child.

The supervision of the club leaders is done by a regular member of the faculty of the Laboratory Schools. The supervisor is in charge of the daily administration of the program including assignment of play space, use of facilities and equipment, and arrangement of details necessary for the safe and efficient management of recreation activities. Another phase of the supervisor's work is to assist the leaders in understanding the children and planning and conducting activities suitable for them. The supervisor observes the leaders in their work each day and advises ways to improve and enrich the program. A combination of the direct and indirect methodology is used in assisting the leaders depending on either the individual leader or the circumstances surrounding a particular instance.

One or two examples might serve to illustrate the procedure used. Although the leaders are responsible for daily plans, they are given many indirect aids to facilitate planning. Such aid consists of outlines, charts and other written materials, and coaching concerning activity content and methods. If, however, consistent indications show that a leader does not make use of a wide range of activities, then the supervisor gives direct aid by suggesting additional program materials. A second example is illustrative of the method used in the control of disciplinary cases. During the play periods, when situations arise requiring disciplinary measures, the leaders are free to exercise their own judgment in regard to the treatment of the child or the children causing the trouble. Indirect aid and support from the supervisor concerning techniques to be employed are usually sufficient. If a club leader has continual difficulty in adjusting a child whose extraneous behavior is a detriment to the group as a whole, the supervisor usually makes use of the direct method by advising the procedure to be used or by personally dealing with the child.

The general supervision of the club leaders is conducted in two ways: first, through the regular weekly meetings; and second, through individual conferences. The major purposes of the weekly meetings are: (1) to formulate the general aims of the program; (2) to coordinate the procedures used in carrying on the activities; (3) to discuss methods of developing individual and group adjustment; and (4) to stimulate interest in the broad and far-reaching aspects of modern recreational leadership. Emphasis is placed on "long-range" planning as well as immediate ways of

realizing the desired goals. Discussion takes place either in panel or open forum style. Occasionally the supervisor arranges for outside speakers to present additional viewpoints in recreation and allied fields. The individual conferences held between the supervisor and the leaders furnish opportunities for closer guidance depending on the particular needs.

The Program of the Clubs

The recreation clubs program is comprised of numerous and varied activities. Many of the activities selected for use are included due to their carry-over value and consequent contribution to the development of the child's resourcefulness during leisure time. Skill and knowledge acquired in the various fields of activity within the regular school curriculum are developed to a greater extent in the after-school play program. Both indoor and outdoor seasonal activities are provided according to the judgment of the leaders and the wishes of the boys and girls. The clubs meet out of doors in all but inclement weather, therefore the average club program centers around active games.

A number of the active games and sports included in the program are those which have been presented to the children in the regular daily physical education classes. The use of such vigorous activities in the after-school play periods provides keen exercise of the big-muscle groups of the body and valuable practice of previously learned skills. Relays and games of low organization are popular with all grades. Lead-up and "type" games are adapted for use in different grades. Games of higher organization such as softball, touch football, soccer, hockey, volleyball, basketball and speedball are included in modified form according to the age and ability of the children in a particular group. A definite progression may be noted from grade to grade within the activities. Other vigorous activities which are a part of the program are swimming, apparatus, tumbling, dancing, ice skating, coasting, roller skating, and rope jumping.

A second general type of activity included in the recreation clubs program is that which combines physical and mental stimulation and relaxation. Examples of this type are trips of all kinds, hikes, parties, treasure hunts, home economics and nature study. Trips are especially popular with the children in all of the clubs. Trips to near-by places of interest are taken on foot. Transporta-

tion is furnished when a trip is to some distant point. The walking trips include visits to near-by beaches, ponds, parks, museums, scientific plants and laboratories, and other places of interest and educational value. Longer trips are taken for the purpose of acquainting the children with post offices, newspaper plants, dairies, radio stations, factories, and many other institutions within society.

During the autumn and spring seasons there are Saturday trips for the children in the three upper grades who, with their leaders, are transported from the city to outlying areas, including the Indiana Sand Dunes and sections of the Illinois State Forest Preserves. The groups spend approximately four hours hiking, climbing, exploring the countryside, and playing games. These trips bring the children directly into contact with nature in a way conducive to the development of a natural appreciation and familiarity with life out of doors. Very little formal teaching is done. The children and their leaders join together in observing the flora and fauna and recognizing many first-hand examples of nature. The leaders make use of information supplied to them by botanists and geologists on the special trips, developing in the children a spontaneous and enthusiastic reaction to the exploration of nature. Adventures in scouting, fire building, outdoor cookery and care of the camp site are greatly enjoyed by the children. Each group sets up a camp site and moves about the surrounding area with the site as a central headquarters. Hunting, hiking, and games are enjoyed before and after the camp meal. At times two groups arrange to meet and spend a portion of the day together. Special days are scheduled when all the groups participate in athletic contests and relays, nature lore or camp craft contests such as hunts, knot tying, flapjack flipping, and fire building.

The club program includes activities of a third type, such as story and poetry reading, storytelling, doll parties, drawing and painting, modeling, wood and metal work, scrapbook making, knitting, sewing, and newspaper making.

Pupil Leadership

Although the leaders, for the most part, guide the planning of the program of activities, the children are encouraged to accept responsibility for planning and for leadership. The club leaders employ various techniques for developing such responsibility on the part of their groups. Some of the groups elect a weekly program committee composed of three or four members. The committee plans the club activities for one week, basing the program on the wishes of the club as a whole. Other clubs conduct a brief meeting once each week to discuss the activities and the daily schedule. The schedules are posted in the home rooms. One or two of the clubs which have a fairly regular and constant membership prefer to choose their activities from day to day. All of the clubs engage in student planning of some nature. The daily procedure in pupil leadership also varies in accordance with the wishes of a group. Several groups choose pupil leaders according to the activity for the afternoon. Other groups designate different members as leaders for specific days of the week. One or two of the clubs use team or group organization and rotate the leadership in turn, shifting the teams at the end of a four to six day period. The captains or leaders are encouraged to set standards of good sportsmanship and fair play and to stimulate a spirit of the same behavior in their teammates. The groups are not particularly large, as a rule, and the children adjust readily to the informal organization used. Student planning and leadership aids in the development of confidence in the hesitant individual and tends to bring about increased skill in leadership on the part of all the children.

VALUES OF PLAY CLUBS

1. Participation in many happy hours of after-school recreation activities by the children.
2. Leadership of elementary school children in after-school program, thus assuring greatest possible development within the allotted time.
3. Opportunities for participation in activities in a number of varied fields.
4. Many opportunities for the development of many leadership qualities in boys and girls.
5. Planning of play club experience with a view to establishing a natural coordination between formal classroom learning and informal activity.
6. Organization and conduct of clubs as experiments in group living. As boys and girls share in activities they acquire greater emotional and social adjustment as individuals and as a group.

Creating a Cooperative Spirit

In the conducting of the play club activities, the leaders attempt to create a cooperative spirit of "give and take" among the children. The leaders are encouraged to develop a sense of awareness to the moods of the children and to shift activities accordingly. When a group actually becomes

(Continued on page 404)

The "Three-M's"

BELIEVING that it is important to know what boys and girls of high school age like to do in their leisure time, the older Camp Fire Girls of America have launched what is known as the "Three-M" project — Movies, Magazines, and Mikes. First they made out questionnaires which polled 16,000 high school students in thirteen different states of the Union. These questionnaires were issued and returned without signatures so that each student might speak his mind freely. Camp Fire groups did all the polling even where the total amounted to 10,000 as in St. Paul, Minnesota, where Camp Fire membership swelled automatically on the tide of the interest created.

To back up the information gleaned from the polls, groups undertook research on their own. Committees working on movies tackled theater managers in their own towns, interviewed operators, attended previews, and analyzed pictures. Those working on magazines headed for the newsstands to discover what various people in their community were buying. Some became acquainted for the first time with the magazine room of local libraries, while others were introduced to the roar of rolling presses in a publishing house. Mike reporters not only watched the inner workings of a broadcasting station, but in presenting their own scripts learned the significance of the red flash signal and the raised hand behind the glass. Some interviewed radio stars in their vicinity.

Statistics sent to National Headquarters in bound reports by these committees reveal that the American girl and boy are mature thinkers—very much "chips off the parental block" when it comes to taste and discrimination. Like their elders, they feel a constant pressure of time which leads them to want a magazine whose contents they can grasp at a glance. They believe in budgeting their radio listening time. They want a movie that will make them forget time altogether. Their tastes vary slightly according to the region they are in, but on the whole they stand as one in their desire for good entertainment.

The great majority of high school students attend the movies once a week and go primarily for entertainment. They choose their movies by the stars who are playing, by the titles, and by news-

"Movies - Magazines - Mikes." What do high school students think of these three "M's"? Older Camp Fire Girls of America are finding the answer.

paper reviews. A large number are inspired to read the book from which a good picture is taken. This was particularly true of "Gone with the Wind" and "Rebecca."

Suggestions for the future are plentiful: more technicolor; from the younger ones, less love and more adventure.

Highest ranking magazines in the poll were *Life*, *Reader's Digest*, movie magazines, and *Look* in the order stated. Most of the students find the two top rating ones in their homes, with the addition of such magazines as *Good Housekeeping*, *Saturday Evening Post*, and *Ladies' Home Journal*. They indicated a definite need for a popular musical magazine telling of the life of opera stars and maestros, and from everywhere came the plea for a magazine especially for high school girls.

When it came to radio choice, high school groups overwhelmingly selected the Lux Radio Theater of the Air together with Bob Hope, Henry Aldrich, and Jack Benny as their favorites on the air waves. Estimates as to the hours of listening were as various as the programs which they choose, but most high school students hit a batting average of one to two hours a day. Drama, dance music, variety, and comedy programs are their "meat" without much taste for quiz programs, talks, or forums. They are slow to admit that their ideas are influenced by the radio, but they confess an increased appreciation of classical music and a change in opinions in politics and world events.

Culminating local projects with "Three-M" parties, the girls revealed their own talent for entertainment in imitating stars, presenting radio skits, and saluting representatives of winners in the three fields. Enthusiastic guests ranged from governors' wives to town officials.

Commendation ran high among those who were in contact with the project through their ability to help. Mrs. Eleanor Roosevelt, commenting on the "Three-M" project, said: "I wish to congratulate the Camp Fire Girls who carried on the 'Three-M' project. I have read through the winning books and I think the girls have done a very interesting piece of work. They know more about

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Courtesy You and Your Child

By

REGINA J. WOODY

A mother who has had backyard playgrounds for her three children in seven states tells how she solved some of her problems

Playground Problems

I'VE HAD PLAYGROUNDS for my three children in seven states, but it wasn't until this summer when I arranged my newest play-yard, one containing a doll house, sandpile, wading pool, slide, swing, rope-ladder, etc., that my troubles began. Up to that time I'd been able to say airily to my children, "Go out in the yard and play," and retire to rest, read, write or clean house. Then I moved!

Not realizing the difference between a busy corner in a commercial suburb and the quiet privacy of a small house in the country with an acre of land about it, I gaily had the carpenter set up all the new play equipment in our fifty by fifty foot backyard, expecting the five year old Emma would soon make friends and that three or four children would come in to play.

I was packing winter coats away on the third floor of the new house, the first day the playground was finished, when Emma came to ask, "May all the children come in and play?"

"And why not?" I demanded. "I made it for you and your friends. Of course, they may." I cheerfully went on with my work, feeling that a playground was the answer to a mother's

prayer. All one had to do was set up the equipment and say, "Go out in the backyard and play." Peace, happiness and quiet would reign immediately.

But they didn't! My present playground has made every other playground I've ever owned seem like a pleasant daydream. For three weeks the backyard was a nightmare. Indeed, my feelings that first day when I came downstairs in answer to Emma's ear-splitting yells were indescribable. I shouldn't have been surprised to find her torn limb from limb, for she isn't a child who screams easily. Indeed, I was tempted to scream, too, for my yard looked as if an earthquake had ripped it asunder. It was simply swarming with humanity. There were, to be exact, thirty-three children in my fifty-foot space. They were all ages and all sizes, all nationalities.

In one hour's play those children had made my lovely yard look like Coney Island on an August Monday morning. The four-hundred pounds of fine, white beach sand, put in that morning, had been thrown all about the yard. It was in the rose bed, in the children's hair and eyes, in the doll house, out on the sidewalk. The picket fence was

sagging from being climbed upon, many of my choicest flowers had been picked ruthlessly and thrown on the ground; one large tree branch had been broken from the trunk, its leaves already wilting. Dozens of candy wrappers, silver foil, gum, lolly-

This delightful article has been reprinted in *Recreation* through the courtesy of the author and of the editors of *You and Your Child*. The article originally appeared in the June 1941 issue of this magazine, which was published by Conner Publications, Harrison, New York.

pop and ice cream sticks were mixed with torn pieces of Sunday comics. It was then I realized, though there was no particular harm in having a playground in one's backyard with thirty-three children in it, there certainly was going to be considerable difference in the amount of supervising it would take.

I contemplated the shambles in silence, and then I coaxed my maid back into uniform. With as much tact as getting presented at court used to require, I ushered my daughter's uninvited guests outside the fence. Then I put on garden overalls, low-heeled shoes, and girded myself for a real bout with nature at its worst. I tacked up a small sign, "Playground Closed for Repairs," on the gate, and meditated on how and what to do about it all.

Had I failed? Must I close up my playground as my friends had warned me I'd have to do when I told them about my moving from the country to the suburbs? "It's impossible to have a playground in your backyard," they told me. "The children will make horrible noises, they'll quarrel, they'll be hurt, they'll break your expensive equipment."

My friends were right. The children have done all these things. In the end, however, I've won out. I've got my playground, the children play peacefully, nothing is broken wilfully and the parents and children cooperate with me.

My way is not the only way to avoid the problems all families with play equipment have to some extent, but it is a good way and a pleasant one. Many of my friends avoid the problem entirely by allowing only their own children to use their own play equipment. To me this seems almost a worse solution than having none, for it practically guarantees them, if they have an only child, a selfish youngster who says repeatedly, parrot fashion, "No, you can't play in my yard," and then stands, solitary and unhappy as the other children romp together, wondering why he is not one of the gang.

Another neighbor, in annoyance at the noise and destruction in his yard, took down the play equipment and told his children to play with the cracks in the sidewalks or ride their bicycles. This was an easy answer, but hardly a reasonable one, since that particular family had moved to the suburbs

so Billy and Jane could have a "nice place to play with their friends." Billy and Jane have a lovely place to play, but no friend may set foot in it.

Perhaps the most realistic solution is to admit that there are difficulties in running even a small playground and to face them squarely. You can then demolish your playground problems, one by one, by getting cooperation from the parents of the children who play in your yard, and by being a wise combination of playground supervisor, policeman, nurse and fairy-godmother.

A playground in your backyard is just one more problem to be solved in the raising of children. There are as many ways of solving it as there are families, some are good, some bad, but the problems remain about the same. There is noise, destruction of property and danger of accident. Excessive noise can be controlled to some extent by having regular playground hours and some grown person about to hush too loud screams. Destruction of property is negligible

when supervision is constant. But injury? Well, your state law alone can really settle that problem for you. Here in New Jersey, my lawyer looked solemn when I asked, "What, just what are we going to do if a child is injured on our property?"

"Pay damages," he said ruefully, "if the parents sue." I questioned further and looking thoughtful he dictated the following letter whose legal phrases have been carefully camouflaged, but whose important meaning still remains:

"My dear Mr. and Mrs. Blank," I wrote, "it is a real pleasure to have ——— visit and play in Emma's playground, but as my work often takes me to New York, I find I am unable always to supervise it as carefully as I should wish.

"The rather difficult question of 'what would happen if anyone were hurt,' was raised when an article, using pictures of the play-yard, appeared in the *New York Herald Tribune* one Sunday, and again when the *Elizabeth Daily Journal* wanted information about the playground.

"I do want to assure you that your children are very welcome, for Emma must share her play equipment if she is to enjoy it herself. However, I admit at once that neither the doctor nor I can assume any responsibility for any visiting child's personal safety while on our property. The child

"If you want to get a big kick out of life in the suburbs," says Mrs. Woody, "fix up a playground in your backyard and let all the children come to play. Supervise it yourself and then look into twenty or thirty pairs of admiring, awe-struck youngsters' eyes. You'll never be quite the same person again. It's the thrill of a lifetime. I know! I've been doing it for twenty years."

must come with the parents' consent and at the parents' and child's own risk.

Very sincerely,

R. J. W."

"Write one to every child's parents," the lawyer told me. "That ought to protect you in case of accident." I said, "Thank you," and scurried home.

As I knew no one in the neighborhood, I spent a whole day getting the names and addresses of the children I'd seen in the play-yard. That night I typed twenty-seven letters and sent them off. People came to call. They thanked me; they offered to help. Already in a few months I've a large group of friendly, helpful, cooperative fathers and mothers. They back me to the limit and sometimes I feel as if I were a dictator, the children obey me so perfectly. I actually worry over it a little, for I don't believe in despotism.

Every night at supper time my yard is clean, quiet, in perfect order, and yet during play periods it rings with lusty yells and laughter. The children are healthy, happy, peaceful; the parents pleased, and so, I hope that I am a benefactor, not a menace to the neighborhood I live in.

I put up a gate and a fence when I moved in, for the yard was on a busy traffic corner. One child had been run over during the previous winter and I wanted to forestall a similar accident. I also have a chain and padlock, for I didn't feel I could afford too expensive hardware. At first, I never dreamed I'd ever have to lock up. Now, when I don't want the playground used, I chain it up tight and put out a sign "Playground Closed," and that is that. There is also a small, neat sign, three by five inches, reading, "All children entering upon this private property and playing on this equipment do so at their own risk."

If you have no fence the signs might be set on an easel placed squarely in the middle of the

path or driveway leading to the playground. I know that it isn't really effective from a legal point of view, but read by parents, day in and day out as they pass, I do believe it has considerable moral value. Small children who cannot read are told by the older ones what is on the sign. I have yet to hear it read, without that child's adding, "Be careful, you don't want to get hurt, you know."

At first, my yard was a mess when the children went home each night. Then I realized that it was really my fault. I allowed them to cut and paste, to eat candy and lollipops, and yet I made no effort to teach them to pick up scraps or papers. I put out a wire trash basket. Now, when they cut and paste, everything must be cleaned up before they start a new game. If lollipops are given out, the basket is placed beside the giver and lollipop papers are dropped in it as they are taken off. If the children leave your yard in shocking condition it may be only because they know no better. They can be trained and, once taught, they will do their best to leave it tidy. Of course, no playground can be run successfully without some supervision. This cannot be done by remote control from the movies. But, if you cannot be around yourself, get some other mother to take your place.

My playground is now in use mornings from nine to twelve, by a group of mothers who have nursery-age toddlers. Each day a different mother is in charge. These mornings are a joy. Only children under six may come in then. Afternoons



It is understood by the children that they must clean up everything before starting a new game

Courtesy You and Your Child

between three and five, I have a high school girl on duty, merely to watch, rather than actually supervise the play. She receives twenty-five cents for two hours' work. Her supervision makes for peace and quiet, for the playground is then in use by children varying in age from three to fourteen. I settle any real disputes at her behest. My playground is always closed at five-thirty, since we live quite near several wholly adult families, many of whom are gone all day. I feel that they are entitled to quiet when they come home for dinner. I ring a large dinner bell, I help everyone pick up. Then I hang up the "Playground Closed" sign, chain the gate and wave everyone good-bye.

If you've a play-yard in a busy section, remember three things: Clear yourself of responsibility by writing your visitors' parents to that effect, have set hours, and arrange for some sort of supervision. Don't expect your playground to run itself, or your maid to be playground supervisor. If you do the one, you'll have real trouble on your hands; if you do the other, the ironing won't get done, neither will dinner be properly cooked or served on time.

I have another sign which goes out on Sundays. It reads, "By Invitation Only," and has worked well with my busy playground. When that sign is out, children may come in by personal telephone invitation only. Never more than one or two are invited. It is understood that this involves no favoritism. It is merely a method of selection. We will try to invite every child at least once for "invitation play" over a period of three or four months.

Rakes, hoes, shovels, sticks, bicycles and scooters must all be left outside the gate. Sharp instruments or wheeled vehicles are taboo in my yard. I believe in safety first. Even celluloid windmills for the toddler are anathema, for they have a long, sharp pin in them. Lollypops, for those under six, unless they have soft, rope holders, must be eaten sitting down. One child at a time is allowed on the swing and no one may push another. The slide is perhaps the safest thing in the yard, but if a child goes down backward or head first, it can land with a shattering bump. I try to encourage regular methods of doing things. Too adventurous climbing, too much "watch me" and "I double dare you" can cause a kind of rivalry which may result in a serious accident.

I inspect equipment once a week and, with my son's help, turn loose screws, hammer in protruding nails, file off a sharp edge, put on a little paint.

Ropes are checked for fraying and hooks for wear, the slide for splinters. I allow only strong, unbreakable pails and shovels in the sandpile, and I permit no tin, china or glass to be used in it. Milk bottles are strictly taboo. Any child throwing anything but a ball I send home at once.

Unbreakable dolls, sheets, blankets, dresses and a bureau for them are standard equipment for Emma's doll house, which is used by all the girls of the neighborhood as "home." Her electric stove, the electric iron, the best china tea set and her really lovely dolls only come out when there are "invited" guests. In that way there is no breakage to cause a broken heart.

I do not hesitate to say "no" to any child, or to ask anyone to stop what he is doing. I also send children home if they really misbehave. I never punish. I merely request them to leave and not return until next open play period. There are stacks of paper cups for the "drink of water" group. Toilet facilities are in the cellar. A high hook on the outside of our cellar door makes possible a one-at-a-time arrangement, which I find is really necessary.

When the pool is in use, no sand may be placed or thrown in it, and nothing may be floated about. If boats are being used, no one may be in the water at the same time. Sailing boats have sharp masts; and a tin motor boat can cut deep gashes in satin-smooth, little feet if it sinks unnoticed. Safety is more important to me than a moment's amusement for one small child.

In our circumscribed space, ball-playing supervision is permitted to the toddlers only. Baseball or a real game of catch resulted in my rosebeds being trampled and my beautiful blue hydrangea blossoms being broken off.

Children are requested to throw fruit skins, pits, candy, gum wrappers and scraps into a wire basket in one corner by the gate. When the big bell rings all-out at five-thirty, everyone starts picking up. One child uncorks the pool. Emma straightens the chairs, the high school girl puts away big equipment, then sweeps the doll house. As the children file out of the gate, they drop any loose papers into the basket and say good night. My son rakes the yard carefully and empties the basket. This way my yard is clean, orderly and quiet by five-forty-five.

I have found that playground problems are as important as the choosing of the right equipment. Children need swings and slides and sand boxes

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Plays in the Vernacular!

ALLENTOWN, Pennsylvania, is a Pennsylvania Dutch community. Many of our population trace their ancestors to the countries associated with the River Rhine — Germany, France, or Switzerland. These people had a dialect of their own which they brought with them to this country. From force of circumstances they led a nearly isolated life for some time, and it is not surprising that they do many things in unique ways.

The Allentown Recreation Commission has held a folk festival every year, and each of them has been devoted to a specific phase of folk art or folklore of our early settlers. Along with the festival there has been a display of folk art. One year hand-woven coverlets

were gathered and displayed. Our school system, believing the art of weaving should not be lost, purchased looms and taught the children weaving. The coverlets our school children have made would surprise the experts who wove before them! Linen for towels and samplers were also included. Hand-painted chairs comprised another display. The art teachers of our schools were on hand to copy the designs and the children made them the following year.

The Recreation Commission realized that there is no more effective medium for the wit and humor that delights our people than the writing and acting of plays. Drama, it felt, offers the best possible means of presenting an all-embracing picture of the folklore and life of a people.

Allentown's Pennsylvania Dutch citizens perpetuate their folklore through an original play tournament

By **IRENE WELTY**
Superintendent of Recreation

With this in mind, the Commission announced its plans for 1941 at the 1940 festival. These consisted of having the festival of 1941 in the form of an original play tournament in the dialect. Plays were to be submitted to the Commission by February 1, 1941, and the announcement of the winners would be made on March 1st. The plays to be considered had to be produced in May at the festival. Six plays were

selected. Three were produced each night, and two were selected for presentation on the final night. At this time the winner was selected. There were two sets of judges, one for the preliminaries and the other for the finals.

This tournament was the first in local history, and the

first in the history of any of the Pennsylvania Dutch counties.

The venture was highly successful. Aside from the value of the plays, our people came to realize that there are great values in the distinct culture developed here in the eastern counties of Pennsylvania. It is little wonder that stylists, designers and interior decorators are drawing upon our folk art for new ideas in dress, interior decorations, furniture, and other household equipment.

The stage settings for the plays were unique and probably could not be found anywhere else in the country. Corner cupboards, hand-painted rocking chairs, water sinks, old calendars, and milk-white dishes were in evidence, and they proved excellent backgrounds for characters in authentic clothing.



The girls demonstrated their ability to weave as skillfully as did their ancestors

Old traditions and customs were depicted, such as consulting the calendar for the setting of eggs; the use of herbs for medicine; the piercing of a girl's ears by her grandmother and the insertion of strings so that she could wear drop earrings; and putting a baby through a horse's collar so that it will not be liver-grown. These were just a few of the traditions that were introduced.

The indoor and outdoor games, the dances, songs, and ballads sung in the dialect took our audience back to the days when they were young, and they heard again the songs their grandmothers had sung to them.

The Pennsylvania Dutch people are a thrifty, happy people. They are fun-loving, and their laughter is spontaneous. This characteristic was marked with the characters on the stage and also with our Pennsylvania Dutch audience who greatly enjoyed seeing themselves or their grandparents depicted in the age when irons had to be heated on the stove or in the days when every woman had one good dress made of black taffeta which she wore only to church, weddings, and funerals.

Our Pennsylvania Dutch people are true Americans. They have fought for America and their farms have helped feed America through every war. When Lincoln made his historic call for 75,000 volunteers on April 15, 1861, the Allen Infantry from Allentown left for Washington on April 17th and were among the first to arrive. By congressional action they were honored with

the title of "The First Defenders." This patriotic attitude and the appreciation of our people of the privilege of living in a land of freedom was beautifully portrayed in one of the plays.

The display this year consisted of articles made by the school children. All were of Pennsylvania Dutch design. There were woven coverlets, carpets, linen towels, samplers, art designs, and clay models. A schoolroom loom was brought to the lobby of the high school, and eleven and twelve year old girls sat weaving a beautiful coverlet. The pleasure the old people got from seeing these children keep alive an art which belonged to them was a treat to see.

This year's tournament was a beginning. We are looking forward to its continuance and expect the number of plays to be accepted next year to be larger. Through this activity we hope to keep alive for posterity our dialect, our folklore, art, and traditions.

The following extracts from a personal letter may recall similar experiences to the minds of all who have struggled with the problems involved in putting on plays with amateur groups:

I have the Mexican group this year, so for our Christmas program we prepared a play called "A Mexican Christmas" with Mexican children in the leading roles. They were pleased and interested but were so unreliable that I was in despair most of the time. They would know their parts one day and the next day would not remember anything.

They would promise to bring certain "properties" and never think of them again until time to use them.

There was a dance in the play called "The Dance of the Sombrero" which the children had learned perfectly; then one of the girls broke the record, and we could not find another one in town. We had to change the dance

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Actors in the play —
"Die Nachbers Lehna"

"Time on Their Hands"

A few facts taken from the Report on Leisure, Recreation and Young People

THE POINT OF VIEW in this report is that in all recreation planning for youth the determining factor should be the needs of young people themselves, that the greatest possible use should be made of existing facilities, that broad-scale recreational planning is required at every level of recreation administration.

Recreation is defined as what a person finds pleasure in doing when he is not paid for it and does not feel any other kind of obligation to do it.

"Inevitably the development of recreation in the modern world will tend more and more to be along creative lines. It is true that a few fortunate people find their work so absorbing that they are not conscious of a need for outside interests."

From the point of view of the individual, recreation is a thing to be regarded as good in itself, worthy of being sought for its own sake or for man's sake. The primary virtue of recreation is not any of its various utilitarian values but its direct and immediate effect of increasing the stature of human life.

Recreation has value in the promotion of marriage. Another social effect of recreation, primarily evident among youth, is the reduction of delinquency. Recreation can and should be put to use in the mitigation of the effects of unemployment. There is for the nation as a whole the preparedness value of recreation. No element is more important in national defense than the quality of the individuals who bear the responsibility for that defense.

Youth Needs Recreation

The survey of the youth of New York City conducted in 1935 by the Welfare Council of New York concluded that only one boy in five and one girl in ten had a satisfactory leisure life. Young people would rather participate in organized play

The Report on Leisure, Recreation and Young People, which was recently published under the title, *Time on Their Hands*, was prepared for the American Youth Commission by C. Gilbert Wrenn and D. L. Harley. It is concerned primarily with young people between the ages of 16 and 25. The report, in book form, is obtainable from the American Council on Education, 744 Jackson Place, Washington, D. C. \$2.00.

than hang around the pool hall; they would rather get into clubs than into trouble with their elders. Questions were asked of 13,000 Maryland youth. Their answers were specific. They wanted more parks and playgrounds; meeting places where they could have group games, music, handicrafts, dramatics,

and discussion groups; swimming pools; organized sports. Asked what the community could do to keep young people out of trouble, three-fifths of them said "provide more recreation facilities and leadership."

In a study conducted by the American Youth Commission in Dallas, Texas, the following groups of youth were found to lack regular physical recreation: 20 per cent of single boys and young men, 50 per cent of married boys and young men, 62 per cent of single girls, and 76 per cent of married girls. These percentages accounted for half of all young people between 16 and 24 included in the study.

The opportunity for athletic participation that school offers the average young person has been comparatively small. The youngster who would benefit most from practice in games and sports is not likely to add to the school's prestige on the athletic field and has consequently been neglected.

Hardly any community offers sufficient opportunities for public recreation to meet the need. Adolescent youth simply stand around street corners or get together in pool rooms or bowling alleys. Lacking the means of doing things that would release their physical energy, they gradually accustom themselves to doing nothing. A young man had recently been discharged from prison and shortly afterwards held up a policeman at the point of a pistol. His explanation was: "I want to go back to Sing Sing. Down here I'm just a bum, but up there I was on the ball team."

All students of mental hygiene recognize that youth need creative activities. The Regents' Inquiry in New York State reported that 45 per cent of high school graduates were without hobbies. In the American Youth Commission's Dallas study only 9 per cent of the youth mentioned hobbies or cultural activities as among their three principle leisure-time activities.

A striking inference in a recent study is that young people engage so extensively in solitary recreational activities because there is little else available. In a survey of 8,000 girls in California it was reported that only 15 per cent were members of clubs. In a rural community of the Midwest, 60 per cent of the youth said they would like to meet other young people of both sexes at some central spot for recreation and discussion.

The National Resources Committee in a study of consumer purchases found that in the year 1935-36 the average family spent \$152 on its leisure. However, the lowest third of the families, ranked by income, spent only \$31 for these purposes. Millions of American youth are receiving short rations of recreation services and supplies. They do not have what is regarded as a normal part of the leisure environment of average young people. A large part of our youth urgently require assistance to overcome the handicap imposed upon them.

There is an urgent need for more education and recreation programs designed for the older adolescent. Delinquency rates show the period from 16 on to adulthood to be a most critical time.

There is need to organize community support for good movies for youth. Local endorsement of good movies as they are produced and as they are exhibited in local theaters can be arranged through all sorts of community agencies.

In the average home the radio is turned on five hours daily. The Regents' Inquiry in New York State shows that high school youth listen to the radio nearly two hours a day. The real danger is probably not that programs will go over the heads of listeners but that they will perpetuate in adults the mental immaturity so characteristic of thirteen-year-olds at whom they so often seem to aim.

Young people spend a large part of their leisure in reading. In St. Louis, a record kept of books borrowed by young people in their twenties from public libraries and from friends showed two out of three to be fiction. In the American Youth

Commission's Muncie study, only 7 per cent of fiction books read by youth were rated as superior, 48 per cent medium, 45 per cent inferior quality. In 1935 an inquiry among the students of the seventy-two emergency junior colleges in Ohio showed that they had read an average of two and a half books during the previous year. In Houston, Texas, one-fourth of the out-of-school youth had read no books during the previous year. The St. Louis investigation of the reading of young adults found more than three-fourths of all their reading matter from any source was magazines.

Youth has a vital need for recreation. It is a need that for the most part is still unmet.

Supplying the means of recreation and guidance in their use has become an accepted function of all levels of government.

How Shall We Meet the Need?

The growth of cities makes it urgent that we take special steps to insure every young person in the United States a chance to obtain adequate recreation. A half century ago nearly two-thirds of the people lived in the open country or in villages. In 1940, 57 per cent of the population was urban. There has been a growth of urban-mindedness even among rural people. The urbanization has made the recreational plight of village youth even worse than that of youth on farms.

Schools should do more than they usually do to meet the leisure-time needs of the youth they enroll. One of the most obvious needs is that the schools should maintain an interest in the welfare of their former students, whether graduates or not. There is every reason why young people should not be dropped cold when they leave school.

Public libraries have two shortcomings. There are not enough of them, and those we have do not make themselves sufficiently attractive to youth. In an American Youth Commission Maryland study it was found that half the American youths having library facilities available to them did not use these libraries. In the Dallas study 78 per cent of the white youth had not used a public library in the month preceding the interview. In Detroit a youth survey showed that 40 per cent of

the young people 16-24 did not make even occasional use of a public library. In a Chicago study the public libraries were found to be furnishing less than six per cent of the reading matter of

"Recreation implies freedom of choice and action and has the quality of bringing immediate personal satisfaction. It is sought for its own sake. Its direct and immediate values are as important as the indirect benefits it confers."

young adults in their twenties. The present amount spent for library service for the entire country is 37 cents per capita. It is 59 cents for those portions of the country that actually have library service. In number of books, a standard is recommended of from one and one-half to three books per capita, depending on the size of the community. In practice, the median in cities over 200,000 population is less than one volume per capita. Whenever possible, a library should remain open all evening, yet the common closing hour is nine o'clock. In the Tennessee Valley the library leaves its books all over the community, wherever people are likely to see them.

Perhaps the most important fact about public recreation programs is that there are so few of them. Consider, for example, the population range from 10,000 to 50,000. It contains a large and important group of American cities—nearly 800 in number. Yet in 1938 approximately half of these cities were not known to have any local authority, public or private, conducting a recreation program for the community, with the exception of emergency activities undertaken with the aid of the WPA. The National Recreation Association estimates that communities where reasonably adequate programs of public recreation are in operation probably contain well under a fifth of our people.

It is important that nothing be done that would restrict the freedom essential to the proper functioning and continued growth of public recreation. No school board should assume responsibility for community recreation unless its own educational philosophy is as realistic as that underlying modern recreation practice. There must be no lessening of the emphasis that recreation places upon learning through doing and upon participation because of enjoyment rather than for the sake of "marks" or external rewards. Activities must continue to arise out of individual interests, creative values must retain their primary importance, and com-



Courtesy Southern Illinois Normal University

There is no type of recreation less in need of justification than outdoor games, sports and similar pastimes

pulsion must have no place in the program. Of course many progressive schools accept these principles as part of their own educational philosophy and incorporate them as far as possible in their practice. We must see that they are accepted by any school that undertakes a major responsibility for community recreation.

Nearly one-fourth of all community chest funds, it is estimated, are used for some kind of leisure service.

The conception of recreation as a normal, enjoyable and important part of people's lives rather than as a means of cultivating desirable characteristics or suppressing undesirable tendencies has been so slow in gaining ground that there is almost no private organization in the community which bases its philosophy upon it.

The adult-led independent community organizations for youth are all relatively ineffective in reaching rural youth. In the second place, it is apparent that none of these organizations reach many older youth. In the third place, relatively few youth on the low income levels are being reached. Finally, it can be said of most adult-led youth membership organizations that they have

suffered from too detailed management by their adult leaders. Many youth organizations give the impression of continuing to fall short of their full potentialities partly through failure to let their young members have the invaluable experience of managing their own affairs with the least possible interference from adults. A development of the highest significance is the appearance among character-building agencies of a new capacity for self-criticism.

An appeal to provide recreation facilities for youth is likely to meet with greater favor from civic groups if emphasis is laid upon the probable reduction of delinquency, the saving in the cost of law enforcement, and so on. These, however, are not the true reasons why young people should have an opportunity for wholesome play and self-improvement. They can be advanced for what they are worth when they seem likely to yield results, but no adequate or lasting program for young people will be developed from negative arguments. Every effort should be made to overcome the community's apathy toward the situation of its ordinary, unexceptional young people and to convince it of the necessity of affording physical and cultural advantages to the normal boys and girls who have left school.

In a rural county surveyed in a midwestern state, 92 per cent of the youth reported they would like to belong to a young people's organization. Yet 44 per cent of the youth stated there was no organization available to them. One thing that stands out in reviewing the private organizations of the community whose interests include a concern for the recreational life of young people is the enormous amount of good will and voluntary effort represented by these agencies. 147,000 unpaid adult leaders of 4-H clubs and more than 300,000 Scout leaders, many of whom serve an average of eight hours a week, are only two of many impressive examples of this spirit of community enterprise.

The sum of all the efforts of private organizations working to improve the uses to which youth put their leisure is notably inadequate to meet the need for the kind of services that are being supplied.

According to the generally recognized practice,

laymen should take a prominent part in the control of the program. This is important because:

It will keep the program closer to community needs.

It will make financial support easier to obtain.

It will encourage volunteer leadership to develop.

The policy of lay participation in control is advocated by the National Recreation Association and has consistently been applied by professional recreation leaders everywhere. The history of public education in America provides evidence of the wisdom of this practice. In recreation as in education there is need for a clear-cut distinction between the policy-making responsibilities of the board of control and the executive functions of the professional worker or administrator.

In developing cooperation in the service of all youth, the participation of young people themselves should be enlisted.

In one seventh-grade group the problem of recreation in the community was being discussed. Someone asked what the boys and girls actually did with their time out of school. A survey of the activities of the pupils in the grade led to a survey of the activities of their schoolmates. They found that many attended motion picture shows frequently, others less frequently because of parental policy or lack of funds,

others read, went driving with the family, played games with their friends, and engaged in other activities, but the group came to the conclusion that some inexpensive recreational facility should be provided in their community. After exploring various possibilities, they decided that a skating rink would meet the need.

The question of financing the building of the rink arose. Immediately the group began estimating the size necessary for the number of children to be accommodated, the availability of a lot, the cost of the lumber, the necessary finishing of the floor, and other details.

After the findings of the survey were in hand and the estimates completed, some means of providing the rink had to be found. It was decided that it should be a community affair and, therefore, that the mayor was the proper person to interview. With their prepared data a committee visited the mayor and asked him what possibilities he saw for a town appropriation for

"It is easier to leave youth to find their own solitary recreation than to plan a balanced program of activities involving creative, social, and physical values. Because our vision has been limited, we have allowed our youth to depend too largely upon spectator sports, reading, movies, and the radio for their recreation. These are all worth-while activities in reasonable amounts, but when taken as a steady diet they can bring on recreational malnutrition."

building the rink. He was enthusiastic and appreciative of the suggestions from the boys and girls and promised his cooperation. The investigation of the pupils and their earnestness in solving this problem became community news. Commercial interests sensed the possibilities of the need and soon three skating rinks were built. At the present time skating is available for the payment of a small sum.

In Dowagiac, Michigan, the youth themselves, upon being asked, said they would like to have a recreation center for after-school hours, with facilities for ping-pong, pool, and billiards. They also wanted dancing lessons and opportunities for social dancing. There was an unexpected request for some sort of forum with speakers and discussions.

Major Objectives for Recreation Planning

A. Accept recreation as a major youth need, paralleling education and employment in importance, a

Young people need social recreation just as certainly as they need creative recreation

necessity in a democracy, and vital to adequate planning for national security.

B. Encourage each local community to accept the primary responsibility for providing an adequate leisure-time program for its own youth.

C. Strengthen and expand the community's provision for organized recreation.

D. Recognize the close relationship between education and recreation and bring the schools to accept a major responsibility for the recreation of youth and of the whole family.

E. Improve the recreational services that can be rendered youth by organized action at the state level.

F. Conserve the recreational values of public lands, increase their extent, render them accessible to larger numbers of people, and develop their full recreational potentialities.

G. Plan for the development of all the recreational resources of the nation; coordinate present federal recreation services and clarify their future status.



Courtesy Madison Square Boys' Club, New York City

Recommendations

- A. Accept recreation as a major youth need, paralleling education and employment in importance, a necessity in a democracy, and vital to adequate planning for national security.

To this end it is recommended that:

1. Recreation be acknowledged as good in itself and worthy of being sought for the satisfaction it gives.
2. Recreation be understood to have a further utilitarian value to the individual in contributing to his mental health and physical fitness and to his social competence, and in providing him with creative and cultural experiences.
3. Recreation be understood to be of value to society in that the welfare of society is the sum of the welfare of its members and also that it promotes marriage, reduces delinquency, mitigates the effects of unemployment, and heightens national strength and security.
4. The part of our recreational expenditure absorbed by commercial interests be recognized as disproportionate to the role these agencies play in promoting the worth-while use of leisure, and that the scope of nonprofit-seeking recreation, private as well as public, ought therefore to be expanded.

- B. Encourage each local community to accept the primary responsibility for providing an adequate leisure-time program for its own youth.

The following recommendations are made:

1. Each community should make a study of the recreational needs of its youth, using accepted survey techniques to determine which types of recreational need are uppermost. The study may be part of a larger investigation of the condition and needs of its young people.
2. A survey of existing recreation programs and of community recreation facilities ought also to be made.
3. The unused resources of the community, both in material and in personnel, should be studied to determine which types of volunteer programs can be most readily developed.
4. A long-range recreation program for the youth of the community ought to be formulated, particular care being taken that (a) it meets the situation revealed in the survey of youth recreation needs; (b) adequate responsibility is accepted by the public schools; and (c) all available sources of support are drawn upon, including volunteer leadership, state and federal advisory services, and, where appropriate, outside financial assistance.
5. This program should endeavor to raise at least to an acceptable minimum the recreation facilities available to such of the following disadvantaged groups as may be included in the community: rural youth, youth of low-income families, girls, older adolescents, Negro youth, and other minority races.

6. The autonomy of existing organizations ought to be preserved so far as may be consistent with the principle that the recreational needs of no class of young people shall be neglected.

7. Youth should be given a share in community planning for recreation, either through direct representation upon all major boards and councils or through special advisory committees of young people.

8. "Cellar clubs" might well be furnished with adult guidance and such other minimum assistance as will mitigate the difficulties of these organizations and help to develop their potential contribution to the leisure life of young people.

- c. Strengthen and expand the community's provision for organized recreation.

To accomplish this objective:

1. Cities should create or designate a suitable authority to organize and administer public recreation.
2. Every effort should be made to meet the standards recommended by the National Recreation Association with reference to the facilities and financial support of public recreation programs; in particular, the dearth of children's playgrounds and playfields should be remedied.
3. Control of the public program of recreation ought to rest primarily in lay hands, but administrative responsibility should rest with persons professionally trained; extensive use might be made of volunteer workers under proper supervision.
4. Communities should take an active interest in the professional education and training of their recreation workers of all grades; the possibility of offering professional training for employment in commercial recreation might also be investigated.
5. Public library service must be organized in or extended to communities where it is not now available, meeting as nearly as possible standards of support recommended by the American Library Association.
6. Public libraries ought to pay more attention to attracting and holding the interest of young people and adopt the administrative practices which have proved effective toward this end.
7. The important functions and unique advantages of private agencies with recreational interests should be kept clearly in mind and the immense amount of good will and voluntary effort they represent should be recognized.
8. The need for voluntary support of private agencies ought not to be obscured by the necessary expansion of tax-supported recreational services; private agencies should be urged to coordinate their efforts and simplify their structure, in order that they may more effectively meet the recreational needs of youth and that they may be better understood by the public.
9. Private agencies should redouble their efforts to bring leisure services to the great mass of young people in the underprivileged sections of our population, with whom they may have had relatively little contact.



Successful Student Baseball

By

RICHARD L. BEYER

THE SOUTHERN ILLINOIS Normal University in Carbondale is the third largest teachers' college in the United States. It is distinguished for many reasons, one of these being a sane, comprehensive athletic program. One of the features of this program is the intramural baseball league, a student activity which has been so successful that it has commanded favorable attention in many newspapers in the Middle West, and has elicited inquiries as to its nature from several interested colleges in the Central States. Just recently an educational magazine, in describing the attractions to be found at forthcoming summer sessions at various American colleges listed the baseball league at S.I.N.U. as one of them. One wonders how many other colleges can boast of similar activities which actually rank as drawing cards for the institution.

First of all, S.I.N.U. takes its intramural baseball league seriously. All games are carefully covered by competent scorers. No one is assigned to the job of scorer until he clearly demonstrates that he is equipped to do an accurate, conscientious piece of work. It is recognized that an inaccurate record of just one game in the seventy games or thereabouts that are scheduled could prevent the compiling of averages

for the whole league for an entire season.

And speaking of averages, the league has a large bulletin board that fairly groans with statistical information—information which is kept up-to-date and which is changed every morning. Those newspapers that publish lists of "The Five Leading Hitters" for the major leagues each day have nothing on Southern! It will list on its bulletin board the first *fifteen* hitters, leading pitchers, information on the strikeout race (concerning which there is much local interest), and sometimes fielding data. Of course this takes considerable time for the statistician, but he gets his reward when he posts the averages and notices the eagerness with which players and spectators consume the latest information. Players have their interest in competition increased when they realize that the management of the league is handling the circuit with care and seriousness. Indeed, one of the weaknesses of intramural sports in our high

After observing for a decade the baseball program at Southern Illinois Normal University, Mr. Beyer has reached the conclusion that its phenomenal success has not been accidental. In this article he lists some of the practices which have been responsible for the interest on the part of the students, and suggests some of them may be worthy of adoption not only by other colleges but by high schools, clubs, and playgrounds.

schools and colleges is traceable to the tendency of such institutions to treat such activities as something distinctly secondary and inferior to varsity athletics. Southern has been fortunate in that its college weekly paper gives elaborate coverage to the student baseball league. It runs full stories, averages, pictures,

and even box scores. Thus, boys—scores of them who aren't on the varsity teams—occasionally manage to enjoy a little publicity and that universally pleasant sensation that comes with seeing one's name in print.

Directors of intramural baseball leagues have long been faced with the problem of having teams of approximately equal strength compete. When there is a heavy concentration of playing strength on a few teams, an unbalanced circuit is the result. Games are decided by one-sided scores, and the pleasure of competition disappears. Many years ago at S.I.N.U. one of these powerhouse teams crushed an opponent by a 30-0 score in a game that was prudently called off at the end of three innings. Little wonder that the defeated team (they dared to call themselves the Tigers) lost heart and presently dropped from the league. It is understandable why there would be scant enjoyment playing in a league in which there was such a great difference in the strength of the teams.

The new Southern plan has eliminated situations such as those mentioned, and it is now rare to find lop-sided scores. How has this been achieved? First of all, the college permits the forming of two kinds of teams. There is the so-called "Organization" team. Any fraternity, club, rooming house, student cooperative, or literary society may enter in the league a team of sixteen men, all of whom are *bona fide* members of the given organization. Most student societies will have a few good ball players, a number of fair ones, and "some guys called Joe." Such teams will probably be neither unduly strong nor unduly weak, but will give a good performance in league play. Then there are the so-called "nucleus" teams. Five players—usually good, experienced players—get together and form the nucleus of a club. The remaining membership on these "nucleus" teams is decided by their managers, who draw in rotation all the other men in college who want to play baseball, and who are not affiliated with one of the "Organization" teams or one of the nuclei. Thus, the "nucleus" team, like the "Organization" team, will have a range of talent. The plan has worked well, and there have been no instances of discouraged, badly beaten ball clubs forfeiting their way out of the league.

Another method that has been used to assure close, interesting competition has been the introduction of the Shaughnessy play-off plan. Readers of this magazine are undoubtedly acquainted with the merits of this system which is employed

in some of the minor leagues, and they need but brief mention here. Suffice to say that at the end of the regular season the team that finishes at the top of the league meets Team No. 3. Team No. 2 will face Team No. 4. These games constitute a kind of semi-final round, and the winners of them encounter each other in the grand finale of the season. Ordinarily there is so much interest in the play-off games that they constitute an important feature of Commencement week at the college. An argument in favor of the play-off plan is that a team that gets off to a poor start can rally and still have a chance at the title. Moreover, player and spectator interest is maintained even if one club should get an advantage in the team standings. After all, it might get bumped in the play-offs!

Other Features of the Plan

Other features of the S.I.N.U. baseball plan are as follows:

(1) All teams must have rosters of sixteen men. It has been found that with fewer players per team there might be occasions when a manager couldn't assemble enough men for a game and a forfeiture would result. If a student team has many more than sixteen men it might not be possible to use all of them regularly. That would defeat one of the goals of the baseball league.

(2) Forfeited games are the ruination of any athletic league. Southern has this rule—one forfeited game, and a team must withdraw from the league. This encourages managers and players to take scheduled games seriously and to be present for competition, if it is at all possible.

(3) The league tries to get its teams to name serious, responsible athletes as their managers. Good managers will get their players to report on time for games. They will try to use as many players as possible in each game.

(4) Few changes are made in the official schedule of games which is composed week by week. Once the schedule is announced it is expected that games will be played as arranged. One reason for the garbling of student baseball leagues is lack of planning the schedules, and the postponing of games once they have been announced. Nothing but confusion can come from this.

All in all, intramural baseball can be a pleasant experience for the young men in college and high school, and many believe that Southern Illinois Normal University has developed a successful and workable plan for its students.

Creative Crafts for Recreation



Courtesy Madison Square Boys' Club, New York City

THE GROWTH OF LEISURE, the extended unemployment of youth, and the tremendous increase of delinquency in the 'teen age, have presented a challenge in meeting the recreational and adjustment problems of youth. Central Community House, a neighborhood center in Columbus, Ohio, was established in an area with a very high delinquency rate, and one of the methods for meeting this challenge was the use of a creative crafts program. An old house was purchased and a crafts shop was established in the basement. The usual problems—lack of funds, limited space, equipment and material—had to be solved.

These obstacles, however, were overcome by imaginative, skilled leadership so vitally important in developing a crafts program. It is often assumed that anyone can be a crafts worker simply because he has some knowledge of tools; this is one of the serious fallacies in the recreation field. It is of paramount importance that the craft worker have artistic skills, a knowledge of the technique of informal education, and a personality capable of stimulating youngsters without imposing his own patterns and ideas upon the work that is being created. Perhaps the most important

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This article was awarded first place in the annual Joseph Lee Memorial Contest for Recreation Literature conducted for the first time last year by the Society of Recreation Workers of America

quality in a crafts leader is the investigating type of mind and the desire to make new things. Such a leader can stimulate by questions and by inspiration rather than by direct instruction.

Since we had a leader of this type, lack of space became secondary. What space we had was carefully utilized for the purpose of keeping machinery and tools in first class condition in order that they would give a hundred per cent service. It is important to have enough tools so that each youngster can work at something. Outdoor space, too, can be utilized in some crafts, such as basketry, weaving, leather work, that do not require specific types of machinery; thus, the children may enjoy the sunshine and fresh air.

Availability of material depends upon the facilities of a program. A knowledge of material and its uses is the keystone to the development of a sound art and craft class. It is our purpose to discuss types of materials, techniques for its preparation, and use in developing creative arts.

Craft Supplies

Many people have asked, "How do you get your supplies and what do you use?" The answer is that the worker must have ingenuity and use inexpensive or waste materials. The first principle is to study the community in order to evaluate its resources. In and around Columbus, Ohio, there are available natural clay, corn cobs, corn husks, honeysuckle vine, dried Iris, linoleum samples, leather scraps, lumber scraps, oil cloth samples, rags, sawdust, stone, tin scraps, wallpaper samples and countless other waste materials that can be used for a crafts program. The

use of these materials is an object lesson for the underprivileged youngsters in developing resourcefulness and ingenuity.

A knowledge of the techniques for the use of available scrap and waste materials is the first step in the development of an artistic crafts program. As a general principle, functional use of resources and the making of utilitarian objects should be the broad objective.

Using Available Material

Our purpose here is to discuss the techniques by means of which we can achieve such a goal.

Natural clay that is obtained from clay banks is gathered in sacks and screened in order to remove dirt, stone, and other impurities that may be in the clay. After this screening, the clay is mixed with water in a batter, the consistency of dough, which is pliable but not too stiff. This batter is then placed in crocks or old lard cans and is covered with a wet cloth to keep it from drying out. It is then available for use either in the making of a ceramic or sculptured piece.

Almost anyone, from the very small child to the adult, enjoys clay modeling. There is a fascination about rolling a piece of clay into a long round coil and then shaping it into a piece of pottery.

Much of the work can be done entirely by hand without the use of a wheel. At Central Community House we have set up a small hand wheel out of scrap lumber on which the child can work. If a kiln is not available, the ware can be thoroughly dried and then painted after the pattern of ancient Indian potters and some very striking results can be obtained. The craft shop that can obtain the use of a kiln can carry out the complete ceramic process and experiment with glazes, molds, and all of the varied forms possible.

Corn cobs are available in almost any part of the United States. The manufacturer of the old corn-cob pipe knows its uses, but as a craft material for a center pressed for funds its varied possibilities have not been appreciated. One of its simplest uses is for handles on letter openers. Any number of designs can be worked out with this versatile, interesting natural material. The most important factors in its use are careful drying, sanding, polishing, shellacing and varnishing, and shaping. The variety of possibilities for use is dependent entirely upon the imagination of the crafts person.

Dolls characterizing the period of early American history can be made from corn stalks and the corn silk makes excellent hair. These are fun for the youngsters.

Corn husks make excellent weaving material. Field corn is more satisfactory than sweet corn because it has a greater fibre strength. The method for preparation is first to strip the husks into the size of the desired material. This should be carefully dried and all wormy husks should be discarded. When dry, this material is ready for use in the making of modernistic purses, baskets, necklaces, and many other interesting and useful objects.

Seeds. Today the modern vogue for costume jewelry utilizes natural materials such as corn, pumpkin, watermelon, bean and other seeds. These materials are available in most communities and require little preparation beyond drying. The process of making jewelry and designs involves first a drawing of the pattern of the object and then stringing the various combinations of seeds. Painting completes the task and provides the youngster with the most modern of costume jewelry. History has a tendency to repeat itself for this was an ancient art among the primitive tribes.

Honeysuckle vines grow particularly in the south and every year they need to be trimmed and cut, and the cuttings from these vines can be used in the making of baskets. The stems should be boiled for about two hours until the bark peels readily, and when this is partly dried it is ready for use. Out of the honeysuckle vine delicately woven baskets can be made because it has fibre strength, although it is thin and pliable.

Dried iris stalks comprise another material available for basketry and weaving. The stalk should be cut after the flower is through blooming. The cutting of the stalks only strengthens the development of the bulbs. The natural shape of the material can be utilized after careful drying.

Linoleum scraps can usually be secured from a linoleum company or store that does inlaid linoleum work. This is an excellent material for the art of block printing. Block printing is especially enjoyed by a person who likes to draw with cutting tools. There are great possibilities for artistic expression in this craft. Space does not permit a complete discussion of block printing, but there are many fine books available on this subject.

Lumber scraps are obtainable in almost every community. From these scraps come the supplies for the woodcarving classes and for the wood-working classes at the Central Community House. Woodcarving requires a pocket knife, a set of carving tools, a firm table with wooden blocks to hold the objects in position. On heavier pieces of wood a round mallet is used. The use of the tools can be learned by most of the youngsters who are above the age of ten. Scraps of soft wood such as white pine, chestnut, and red wood are good materials for the beginner. The varying sizes, shapes and thicknesses of lumber should be utilized in planning the design. It is a hobby that has a tremendous fascination for the person who likes to decorate his own furniture. This ancient art has a long and venerable history and is now being rediscovered by the craft workers of the United States.

Oilcloth samples, which can be obtained from stores and manufacturing companies when they change their sample cases, provide the youngster with this useful material for the making of scrap book covers, pot holders, pocketbooks, hot pads, clothespin bags, and other articles.

Rags, usually donated to most community centers, provide the ingenious leader with a material for doll clothes, puppet costumes and many other knickknacks. From the use of rags the youngster can learn sewing skills, designing of dresses, and needlecrafts of all kind.

Sawdust, obtainable from any lumber company, is an excellent material for the making of puppet heads and for the modeling of dolls. We at Central Community House use sawdust primarily in the art of puppetry which we carry through from the making of the puppet heads to the completion of the entire project. There is a great opportunity for varying creative skills in this one art alone, and it uses the abilities of youngsters of all ages.

Puppet making is not a difficult art but is a time-consuming one. First the head should be shaped out of sawdust mixed with paperhangers' paste or flour paste. The character should be shaped with some general idea of the type of person to be used in the puppet show. The children should have free scope in developing the form and character

of the puppet head. After the form is completed, the head is then entirely dried. After drying, it is sanded and touched up with plastic wood to cover any cracks or defects that may have developed. Then the head is painted, inexpensive sho-card color paint can be used, provided it is shellacked after the painting is dried. After the puppet head is completed the costume can be provided by the utilization of the scrap materials which have been suggested in this article. In puppetry every phase of the dramatic art can be developed, from stage designing, furniture-making and lighting, to the development of dramatic action. The art of puppetry is enjoyed by the young and by the old and can become one of the most creative and dynamic crafts in a center.

Stone cutting is another inexpensive craft, which really belongs to the sculptor's art but is available in every town and village where there is any stone. The only requirements for the craft are a couple of chisels, mallets, a pair of goggles, soft stone and the willingness to work. The stone should be tested with mallet and chisel to save time and trouble before bringing it to the craft shop. Here again the art of stone cutting is at its best when the naturally shaped piece of stone is utilized in working out the design. This hobby has interested many who like to work with heavy objects and to chisel and cut on something that challenges their ingenuity.

Another phase of the art of stone cutting is that of stone polishing, a hobby allied to the art of ring making. Native stones that are cut and polished can create very unusual patterns in colors and designs. This art goes back to the time when precious stones were cut and polished by hand and when ornaments and designs and many other useful objects were created from the natural native stone. The older adolescent children enjoy this art, but it is particularly fascinating to the adult. Drilling tools have been made out of ordinary

drills to which is added a water jacket, a good example of the hobbyist's skill in inventing a tool for his art.

Scrap tin can be a productive craft material. Metal tapping which is decorative designing with a nail and a mallet, can be used in the making of letter holders,

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It is the author's hope that the creative leader will glean from this article many suggestions helpful in developing new and varied sources of material for use in workshops. "The field of crafts," he says, "is vital and capable of interesting youths and adults in all walks of life. The history of art has taught us that the closer we are to an elementary knowledge of material, the greater are the possibilities for the development of a unique and genuine folk art."

From City Auditorium to Recreation Center

By JOSEPH A. BRISLIN

Director of Recreation
Barre, Vermont

BARRE, VERMONT, a city of some 14,000 people and the granite center of the world, completed a municipal auditorium in November, 1939. This building followed somewhat the same pattern as the majority of municipal auditoriums. The main floor, 100' x 101', is bordered on one side by a balcony capable of seating 410 people. On the other side there is a stage 61' x 41'. The floor is lined out for a basketball court and there are two practice baskets on each side of the court baskets. There are 2,200 chairs available for conventions or stage productions. The stage is flanked on each side by three dressing rooms. Under the stage is the kitchen with openings to the main floor for serving banquets.

An exhibition hall, 100' x 69', is located under the main auditorium floor. On the north side there is a check room 60' x 30', and on the south side are the dressing rooms and showers for both boys and girls. Beyond the dressing rooms there is a large hall constructed primarily as an assembling place for large groups desiring to march to the stage or into the main hall.

With this new building Barre was in a position to compete for conventions with any community in the state. The building was also available to local groups for dances, entertainments, or any other function which is usually carried on in a municipal auditorium. The local high school would play its basketball schedule and hold its graduations here.

The city was fortunate in having a very progressive City Council, led by Mayor Edwin F. Heininger, which realized that it had a huge investment, and that were it to be used only for the purposes mentioned, the building would be dark a good deal of the time. In order that the entire community might have the maximum use and enjoyment from the auditorium, it was decided to open it for recreational purposes. The City Council invited the New England field representative of the National Recreation Association and the author, then State Director of Recreation for WPA, to

So gratified is Barre, Vermont, over the results secured from the use of its auditorium as a recreation building that it has no hesitation in recommending the plan to other communities which have similar buildings unused for the greater part of the time.

assist in planning the transformation of the building into a recreation center.

The usual procedure was followed in setting up a recreation board and securing an ordinance to govern its functions.

Accomplishments in a Year

On April 1, 1940 the city had just engaged a year-round recreation executive and turned over to him the task of establishing a community center program. The chief facility given him was a building constructed more for the purpose of entertaining conventions and large gatherings than for recreation purposes.

Today the picture has completely changed. The auditorium is now a community center capable of accommodating from five to six hundred participants in recreation activities at one time. At the same time the building is still available for its primary purposes, as the recreation equipment can be stored in a very short time.

Since the recreation director has complete charge of the building there is no confusion or over-lapping of authority. He plans the recreation program so that the renting of the building to outside groups will not interfere with it, and frequently several groups use the building at the same time. The main floor is now used for badminton, deck tennis, volleyball, boxing, mat work, and gym games; and there are parallel bars, climbing ropes, as well as a basketball court. This gives an opportunity for all age groups to participate in physical activities. Every second Friday night the Recreation Department sponsors a free dance on this floor, with an average of four hundred couples. Music is furnished by the WPA orchestra.

The stage with its curtain closed gives an extra room where dancing classes are held and smaller groups can meet. Here clubs often have moving pictures or lectures with slides. The recreation department often uses the stage for plays and similar purposes.

The exhibition hall has been turned into a huge

game room with ping-pong tables, miniature bowling alleys, carrom baseball and football, dart baseball, handball, punching bags, box hockey, indoor horseshoes, shuffleboard and paddle tennis.

The large hallway outside the exhibition hall can be closed off for the use of discussion groups, first aid classes, Girl Scout troop meetings, or quiet games.

All participants, no matter what activities they are engaged in, are required to hang their coats and hats in the check room.

The dressing rooms each serve a special purpose; one has been turned into a craft shop and equipped with jig saws, a band saw, circular saw, lathe and all the hand tools which go to make up a well-equipped shop. This is one of the most popular spots as most of the children have the urge to work with their hands, a natural instinct since their fathers work all day producing marble monuments. This is not known as the Craft Room to these young people, but the Carving Room. Any piece of craft with lettering or design appeals most. During the week preceding Christmas, over 2,800 personalized pins made from alphabet soup letters were turned out as Christmas gifts. The adults also use the craft room for making new and repairing old furniture.

A second room has been converted into a younger girls' play and club room. Many of the quieter games such as jack straws, ring toss, block building, dominoes, lotto, parchesi, Chinese checkers, and puzzles are available. Appropriate pictures adorn the walls, and this room is also used for the weekly storytelling hour. The girls' craft shop is located in another of these dressing rooms and here the girls do spatter painting, crepe paper work, crayonex pillows, knitting, sewing, serpentine work, and make scrap books. An exhibit of the different types of work done in both craft rooms, which has been set up for the public in another dressing room, makes a very attractive display.

Both boys and girls construct model airplanes, boats, automobiles and tanks in the fifth room. A sixth room is kept for emergencies.

A Typical Day at the Recreation Center

At 2:00 P. M. the high school students use the main floor, the large game room and the craft shops. This continues until 4:00 P. M. with an average attendance of approximately 150. At 4:00 P. M. the grammar school youngsters take over and use the entire building. They have dancing classes on the stage, play games, use the equipment, and take part in modeling classes. The average number of grammar school children who participate daily is 200.

At 7:00 P. M. the building is open for the adults. Downstairs the large game room is in use; the hallway houses a first aid class; a minstrel show is being rehearsed on the stage; half the main floor is being used for basketball and the other half for badminton, volleyball, and games of like nature. At 8:30 P. M. the bait casters come in and use approximately half the floor, while the badminton club uses the other half. The minstrel show group moves off the stage and a band comes on for an hour's practice. Unless there is a special event, the day ends at 10:15 with about 150 adults using the various facilities.

Special Events

Some of the special events which have been

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Planned in the beginning for occasional use, this building is now a busy recreation center



The Place of Handicrafts in Our Schools

By FRED A. EKSTRAND
Community High School
Hillsdale, Illinois

THE GREATER part of the population of our community is composed of Belgians and Germans who brought from their mother countries a skill for developing things with their hands. This trait to a greater or less degree has been handed down to their children, who find real enjoyment and satisfaction in making things.

Every summer an old-time community fair is held in Hillsdale. To this fair the rural folks from Hillsdale and surrounding communities bring their handicrafts to exhibit along with their garden produce, canned goods, flowers, grain displays, fancy work, and baked goods. The attendance is proof of the keen interest the people have developed for this event. The country schools in our community are doing much to promote interest in handicrafts. The skill shown in our manual training classes in high school clearly indicates that boys and girls have learned to use their hands to good advantage. This development in our school is one of major importance, and the problem of introducing handicraft and carrying it out as a recreation activity is receiving intelligent attention.

Several months ago handicrafts were introduced to our students at an assembly period when I stressed the practical advantages of handicrafts through the stimulation of mind and body as presented in the volume, "Handicrafts of the Southern Highlands," by Allen H. Eaton. An explanation of the possibilities in making useful articles from nuts and seeds was given. A faculty meeting was held the following week at which we discussed our approach to the new activity. Our question was whether it should be introduced as an extra-class activity or taught as a part of our classroom instruction.

It was decided that our first step should be to stimulate interest, and with this in mind a questionnaire was given the students on which they might indicate their chief interests in the field of handicrafts. They were requested to list their hobbies and articles which they had already made

While serving as the scoutmaster of the local Boy Scout troop and as teacher of handicraft in the summer Vacation Bible School, Mr. Ekstrand made the discovery that handicrafts had a real fascination for the boys, who not only enjoyed making articles but showed genuine originality in pattern and design. This interest he is now developing among students of the High School through a carefully planned program of craft projects.

or were interested in making. To our surprise we found that many of the boys had been doing wood carving, braiding, pottery, metal and leather work. The girls had made or were interested in making puppets, in spinning and weaving, in quilting, rug making, braiding, leather work, and in mountain baskets. Here was our opportunity to develop skills and to provide a creative outlook by giving our boys and girls an inexpensive form of recreation. The interest was there.

Our responsibility was to stimulate it to activity, to bring out unsuspected abilities, and to effect better adjustments.

As our home economics instructor had had considerable experience in handicrafts, it was decided to introduce the subject as a part of this course. With the instructions provided by the University of Iowa, the class, using the manual training room and its equipment, made as its first project walnut necklaces and bracelets. Pumpkin and watermelon seeds were cleaned, dyed and strung for novelty bracelets. Several walnut rings were completed after a dozen or so were ruined in the learning process. The students have shown remarkable skill in these simple projects and have started on their own initiative to make beautiful necklaces by carving cups in a continuous chain from plum seeds. Four or five candlestick holders were made from butternuts, each supported by a carved base from walnut wood. A visit was made to the manual arts instructor to learn the procedure in using a face plate on the lathe in turning out a suitable base for the butternut candlestick holders. Through this process the girls learn not only the steps in wood turning but the methods of sanding, finishing, and polishing the wood as it was turned on the lathe.

At the present time the class is making belts from thin, rectangular walnut wooden blocks. The pieces are about four inches long by two inches wide and one-eighth of an inch thick. Four holes are drilled near the four corners of each

block and it is then sanded, stained, and polished. Leather thongs are used to connect the wooden pieces, thus making an attractive belt. It is not only popular but durable.

Another handicraft material used was twisted crepe paper from which many articles were made. One girl, for example, covered a little cardboard box with the twisted paper, working in a design as the covering progressed, and finally shellacking it. The result was a very attractive little covered jewel box. Another project made from the paper was a work basket made from clothesline covered with the paper. The twisted paper wrapped around the clothesline was rolled around and joined at a distance of every inch, following the process used in making a mat. Finally the sides were shaped, and a work basket resulted.

Crepe paper dolls, centerpieces for different occasions, nut cups, and many other small articles were made so that the girls could appreciate the place of crepe paper in the handicraft program.

Metal craft was studied in the department, and pewter coasters were made. This project was not only very interesting but very worth while, for the finished products not only illustrated what can be done with metal but produced results lasting and useful.

Plastics, so widely used today, were introduced into the program, and very attractive desk sets were made. The equipment necessary for working with plastics is very inexpensive. The essentials are plenty of time and the patience necessary to achieve perfect results.

Whether it's in a small community or in America's largest city; whether in a school, boys' club, or on a crowded playground, boys and girls are happy when they're making things

"I have always been a strong advocate of the development of hobbies which will provide a creative outlook, foster skills, increase sensitiveness to surroundings and give dignity to common things. We may experience through handicraft that cultural satisfaction which comes through knowing and doing."

Adult education is a branch of our Home Economics Department. Several sessions of this program were devoted to handicraft. Not only were the women interested in the phases of handicraft mentioned but also in chair can-

ing. So keen was their interest that an all-day meeting was held at which each woman worked on a chair. Thus they had not only the pleasure of learning how to cane the chair but the satisfaction of knowing they were saving money.

Our next step was to organize a handicraft guild or club open to boys and girls. This group holds regular meetings twice each month to show their work, to explain how each article is made, and to give suggestions and ideas to members of the club. At one of the meetings it was decided that the noon hour program at the school was not as enjoyable as it should be, and it was suggested that the club make some homemade games to be used for noon hour activities. Three ping-pong tables were constructed. Checker boards, paddle tennis, aerial dart games, ruma, nine men morris, Chinese checkers, and 33-hole solitaire games were

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Courtesy Madison Square Boys' Club, New York City

Folktime in Richmond, Virginia

By ROSE KAUFMAN BANKS

UNDER THE beam of a mid-summer's moon and surrounded by the giant trees and bubbling fountain of Monroe Park, located in the center of our city, one hundred and fifty adults and children danced and sang the ageless folk tunes of Virginia when the Community Recreation Association of Richmond presented its Virginia Folk Festival in August.

Two thousand spectators stood enthralled outside of the lighted area while the performers played "Farmer in the Dell," sang "Billy Boy," danced "Captain Jinks," or pantomimed the familiar ballad, "The Raggle Taggle Gypsies" on the improvised grassy stage and on the surrounding lawns. Costumed in gaily printed pinafores and denim overalls, the participants presented a picture of spontaneous joy and enthusiasm matched only by the response of the audience.

The Virginia Folk Festival was an activity of the Madison School Community Center, conducted by the Community Recreation Association to serve one of the most economically insecure sections of Richmond.

"... The plaintive numbers flow
For old, forgotten, far-off things."

—Wordsworth

Other organizations were called in to assist in the production of the festival. The City Department of Parks and Playgrounds erected the stage, installed lines for artificial lighting, furnished a public address system and provided means for hauling and installing equipment. The WPA Writers' Project gave the Association access to the folk material it had collected throughout Virginia and also the services of its folklore consultant to check all material for its authenticity. The WPA Music Project furnished the nineteen piece orchestra for the evening.

Real community interest was nowhere more evident than in this festival. Mothers and big sisters from Madison School Parent-Teacher Association, the Citizens' Service Exchange, and the Gamble's Hill Garden Club spent busy hours cutting and sewing colorful pinafores for the children. Churches in the neighborhood took part in the folk songs. Children from neighborhood playgrounds and institutions participated in folk games and dances, while a quartet from the Musicians'

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For an All-American Party

CREPE PAPER STREAMERS—red, white, and blue—partition off the party room, providing “corners” for the three groups into which guests are divided—the Reds, the Whites, and the Blues. In each section is a table upon which is a cluster of small American flags (in a holder consisting of half of a raw potato) and the necessary games materials for that team.

Prepare sets of narrow strips of red, white, and blue construction paper (1"x4" in size). Distribute these slips to the guests at the door, giving each a slip and a pin and instructing him to join the group which his color indicates. This slip, pinned on the individual participant, signifies his “affiliation” during a game.

When the teams have assembled in their respective corners, each chooses a chairman. The chairman in turn selects the “delegates” to the games. If desired, a delegate might be free during a game to confer with other members of his or her team for suggestions and help in fulfilling requirements.

All down through American history the ringing of bells has celebrated victories and important events. Hence the chairman has one other duty; he must appoint a “town crier” or “promoter of enthusiasm” for his group. For each victory scored by his team, the town crier claims a large copper cowbell and rings it lustily. He keeps the bell until it is rightfully taken by another team. (The bell is first claimed from the judges’ table.)

Each group is represented by one person at the judges’ table. The judges are actually the score-keepers. Each has a pencil and a scoring sheet mounted on cardboard of his team color. One point is to be awarded to the winning team in each event.

The program might be opened by having the judges ring the cowbell and announce the beginning of festivities by “Hear Ye! Hear Ye! Hear Ye!” in traditional town crier fashion. Or there might be a “Bugle Call to the Pursuit of Pleasure.”

The events represent outstanding divisions of periods in American history and are announced as such by the leader.



By MARY A. FLYNN

Exploration

Finding the Truth. (Three delegates from each group.) Prepare a number of historical posters by mounting unlabeled pictures on white paper or cardboard. Number the posters and fasten them to the wall by scotch tape or thumb tacks. Each delegate is given a piece of paper and a pencil. He must correctly identify and write down the name of each picture or what it signifies. At the signal ending the given time period, the delegates in each group compare papers and turn in the most complete one to the judges.

The historical posters might be as follows:

1. Washington's home at Mt. Vernon
2. Discovery of gold in California
3. William Penn's treaty with the Indians
4. White House at Washington, D. C.
5. Carpenter Hall, Philadelphia
6. Lafayette
7. Lexington Green
8. Betsy Ross making the first flag or Betsy Ross' home
9. The Capitol, Washington, D. C.
10. Concord Bridge
11. Independence Hall, Philadelphia
12. Washington's Headquarters at Newburgh
13. Washington's Headquarters at Valley Forge or Winter at Valley Forge
14. Old North Church, Boston
15. Plymouth Rock
16. Ships of Columbus
17. Statue of Liberty
18. Bunker Hill Monument
19. Statue of Minuteman
20. Liberty Bell
21. West Point
22. Crossing the Delaware
23. Boston Tea Party
24. General Grant's Tomb

During the coming year many party planners will dip into American history in their search for party themes, and episodes and events of national significance will be featured. Here are a few suggestions which may be pulled out of your files from time to time as the patriotic holidays make their rounds.

Colonization

Taxation Without Representation. (Three delegates from each group.) When the delegates are on the floor in full view of everyone present each with a large black moustache cut from construction paper. This results in much hilarity.

The leader explains to the delegates that they represent colonists about to join a revolutionary club. To belong to this club each in turn must say the password, supplied to them, with gestures, by the leader. Directions are given to each delegate in turn until some one follows the correct procedure. That delegate earns a point for his team.

The leader says, accompanying his remark with an elaborate flourish: "This is the password: Taxation without Representation!" The password is, of course, "Taxation."

Independence

Ring the Liberty Bell. (Three delegates from each group.) Cut out a large bell (18"x24") from heavy dark cardboard. A "crack" down the side will add to its resemblance to the Liberty Bell. Cut a hole in the center 5"x6" in size. Suspend a real bell in the hole. Hang the cardboard bell in a door or archway, tying it with heavy string at top and sides so it will not swing back and forth.

Players stand ten or more feet from the bell and throw a small rubber ball through the hole in the center, causing the small bell to ring. If the bell rings because the ball hits the cardboard, it does not count; the ball must strike the real bell. Each player has three tries, and the group totaling the greatest score is winner.

Social Trends

Patriotic Anagrams. (Three delegates from each group.) Lettered anagram squares are placed face down on a table. The leader turns up a square, showing it to all of the players at once. The first player to call some word of patriotic connotation (name, event, place) beginning with that letter, receives the square. A word can be used only once. At the end of the allotted time, the squares are collected by the members of each group. The team with the highest number wins a point.

Virginia Reel with Variations. (Two couples from each group.) Both lines move forward and bow, retreat, then forward and right hands around, and so on. The head couples start the reel part as always. Give each dancer a paper plate with six cranberries or peas on it, which he or she must

hold during the reel. The team members totaling the most berries on their plates at the close win a point.

Westward Expansion

State Abbreviations. (Entire group.) All are supplied with pencils and mimeographed copies of the questions which follow. Team mates confer and write down the answers. The best paper from each group is given to the judges. If teams tie in score, the chairmen draw for the winner. The answers to the questions are abbreviations of states in the Union:

1. What is the most religious state? Mass.
2. The most egotistical? Me.
3. Not a state for the untidy? Wash.
4. The most maidenly? Miss.
5. The most useful in haying time? Mo.
6. Best in time of flood? Ark.
7. A woman's nickname? Minn.
8. The decimal state? Tenn.
9. The doctor's state? Md.
10. No such word as fail? Kan.
11. The most unhealthy state? Ill.
12. The Mohammedan state? Ala.
13. The mining state? Ore.
14. The studious state? Conn.

Economic Developments

Consumer Education. (Five from each group.) Put samples of everyday food products in numbered bottles, and place them on tables in the middle of the room. Participants receive pencils and paper and endeavor to identify the contents of each bottle by sight.

The following might be used: whole black pepper, salt, coffee, cloves, oats kernels, barley kernels, tapioca, tea, cornflakes, buckwheat kernels, baking powder, celery seed, grains of rye, mustard seed, and grains of wheat.

Mechanical Inventions

Motor Love Story. (Entire group.) Delegates are given mimeographed copies of the verse below and supply the answers in the blanks. The answers are parts of an automobile. The best paper in each group goes to the judges, and the team with the most nearly correct answers wins. In this copy the answers are supplied in parentheses:

He thought her a maid most wonderous fair.
She wore a pink (*hood*) on her bright yellow hair,
A (*muffler*) around her fair throat she did twine
That she was a beauty he could but opine.
To gaze on her face was to see and admire;

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Mothers' Clubs Bridge the Seasons

LAST SUMMER at the end of the playground season a particularly interesting event took place in Austin. It was a camp fire meeting attended by mothers and fathers of playground children who had been drawn together by their mutual interest in improving the playgrounds. All parts of the town were represented at the meeting, and each person present felt a loyalty for his particular playground.

This meeting was the closing event on the calendar of the mothers' clubs of Austin. It was only one of many events which had been scheduled, and a number of meetings have been held since, with the winter program well on its way. This meeting was, however, especially significant because none of the women had ever participated in such an activity, and it proved that mothers' clubs had become a necessary and permanent part of the Recreation Department's program.

But the full significance of this camp fire meeting cannot be understood without a knowledge of the development of the mothers' clubs.

The Evolution of the Clubs

In the summer of 1936 a group of women in North Austin wanted a playground opened in that vicinity. So about fifteen interested mothers got together to promote the idea. After the playground had been established, the group continued to assist the leader by making possible the purchase of some extra playground equipment not provided by the city. This group of women did not call themselves a mothers' club. They had no president or minute book. The club simply evolved from all this, as the grouping was spontaneous, and the women were bound together by the common interest of their children on the playground. This group at Bailey recognized its success even though the Recreation Department directors did not yet appreciate its full significance. So each year it quietly continued its program.

During Austin's observance of National Boy and Girl Week, one of the activities of Recreation Day was for each playground leader to assemble as many interested parents as possible to discuss the leisure-time needs of the Austin boy and girl. Two playgrounds responded, Metz and West Austin. The group at West Austin found they enjoyed

Much can happen in a year to dim a child's memory of his last year's playground experience. Moreover, the clientele of a playground changes greatly from season to season. For these and various other reasons the playground worker finds that he cannot begin where he left off the year before but each summer he must start over again at the beginning. Is there a way in which continuity might be maintained? The Austin, Texas, Recreation Department believes it has found a method in the formation of mothers' clubs active the year round which are helping effectively to bridge the gap between seasons.

By BEVERLY S. SHEFFIELD

Superintendent
Recreation Department
Austin, Texas

this meeting so much that they would like to meet again. And so it was in the spring of 1938 that the second mothers' club was formed. The group at Metz did not continue to meet that year.

That winter the playground leaders were told in their training course about the success of the clubs on these two grounds, and it was suggested that each leader promote a club at his park. The Metz club was the first of this group to become fully organized, and the third club in the city. These mothers at Metz had met on Recreation Day for the second season and had grown into a club.

The Department leaders had begun sponsoring mothers' clubs because they had seen that these women could help promote a more effective program for all ages by acting as an advisory council to the leader, by carrying over interest from one year into the next, and by becoming better acquainted with others in the community through association with this group. Although the main purpose in establishing these clubs was in the interest of the children and the ground, a second and equally important reason for their existence soon appeared. The women found that they enjoyed each other. They made new friends.

The women who live around these playgrounds were busy housewives. They liked people, but they hadn't the time or the money to entertain extensively, so most of their visiting was done at the grocery store, over the back fence, and at church. They found that they had no dues to pay at a mothers' club. No one was better dressed than her neighbor. They felt completely at home in one another's homes or on a playground where the mothers' club meetings are held. All of these advantages could not be found in some book club or school group. Moreover, although they may not have analyzed it fully, they enjoyed the club because they were doing for others as well as for themselves, and this gave an added impetus to their weekly gatherings.

So the mothers' clubs grew. A central council was formed of the presidents and two representatives of each club. During the first meeting of this group at the close of the summer season in 1939 the members were very enthusiastic about the whole program and promised their support for the next summer.

Last spring the central council sponsored a "retreat" or conference for members of the executive boards of all the playgrounds, their entire families, and the playground leaders. This gathering was a retreat, not just another picnic, because the participants both received instruction and had a good time.

As soon as all had arrived, the children were corralled and led off to play, the women were divided according to the position they held, and for the first time the men got together to discuss the part a man could play in the building of the playground.

Each group had the benefit of a leader thoroughly familiar with her subject. The recreation director in charge of all the mothers' clubs spoke to the presidents and secretaries; a woman experienced in program planning addressed the vice-presidents who head the program committees; another director who had helped draw up the city recreation department's budget talked to the treasurers on finances and methods of bookkeeping; a newspaper woman spoke to all reporters; and so on, with an authority speaking to all officers or committee heads. These speakers conducted round table discussions after concluding their formal speeches.

Then the group divided according to playgrounds to discuss the program for the next summer. If the playground leader were new, he found

that he had an able organization to help him get started where the other leader had left off. Or, if he were returning to his ground a second time, he knew these people would continue their assistance.

After thinking and planning for several hours, everyone was ready for some fun. So the lunches that each mother had prepared were spread together, and the fried chicken and homemade cakes disappeared rapidly.

As dusk came on, the members took a last look at the mountains which surround the recreation lodge and came indoors for a meeting of all the people. A model club meeting was held as a skit to show these women who had heard little of *Roberts' Rules of Order* or how a meeting should be conducted. They sang together, they listened to a sociology professor who understood their problems, and they went home happy. This had been a big day in their lives, as well as in the life of the club. They had done a little the year before, but now they were accepting more responsibilities, and very explicit ones.

Though the goal of these clubs is to carry on a meeting correctly, the recreation directors do not want to stifle their informality. So as the women gradually learn how to carry on a meeting, only four rules are recommended by the department workers.

1. All material must be recorded.
2. All motions must be clearly stated, discussed, and voted upon.
3. Only one person shall speak at a time.
4. The order of business must be followed.

The reason for the last recommendation is that from experience it has been noticed that unless some definite plan is followed for business, the women spend too long at it and accomplish little.

The manual for the playground leaders last summer contained a copy of the model club meeting; it had a diagram of the duties of the officers and committees; it explained how these clubs could be organized and maintained, and how they could help the boy and girl council. Today, each playground has a well-organized as well as a fun-loving club.

The most important demand of the Recreation Department is that only one money-making affair, such as a carnival, may be held each year, and that the proceeds from this affair shall go back on the playground in the manner that the club specifies.

It is at these carnivals and other similar events that the fathers take part. They are, to be sure,

often taken in tow to a tea, picnic, or other social event, though they are usually excluded from meetings, but when a carnival comes, and the booths need building, they are there to help! And some day there may be formed a dads' club with these men as the nucleus.

The Camp Fire Program

At the camp fire program that closed the summer of 1940 awards in the form of parchments with beautiful hand-printed inscriptions were presented to the mothers who had been voted the most valuable to the club. This meeting was different in tone from the one the year before. They had now proved themselves. They had done what they had set out to do, and more. Though they were proud of their record, they were thoughtful as well as jubilant. Jubilant over the past and thoughtful over the future. A man prominent in civic affairs addressed the group, saying that with the other hemisphere in a turmoil, the best way to keep America as it is for the people to continue spreading the playground program. These women had never been made to feel that important before. They had never realized that they were "the people" with a duty to per-

form. So, as the torches were lighted and the new officers were installed, these women came to know the meaning of hope, fellowship, and inspiration.

But the program didn't stop there. This winter, for the first time, the central council has a printed yearbook and all their meetings for the year have been planned. In October a social recreation meeting was held and everybody played games. In November a former P.T.A. executive talked on "Coordination Between the Public Schools and Public Recreation." A "morning coffee" was given in January with a tea room director as guest speaker. In February a University of Texas journalism professor will speak on "How to Interpret the Newspaper." March brings spring in Texas and with it the opening of the playgrounds, so that month also brings the joint meeting of playground leaders and the council. An Austin preacher will discuss "Christianity in the World Today." There will be square dancing in April, and in May a sociology professor will speak on "Developing Our Child's Personality." A business meeting will make up the June program, and in July the director of the Recreation Department will talk about planning the leisure-time needs of the

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The August meeting of the Central Council of the Playground Mothers' Club was held in the City Council room of the Municipal Building



What They Say About Recreation

"PLAY IS NOT a separate chamber of life nor the exclusive property of a few. It goes through the whole structure of life. And the raw materials of play are the commonest property we have at our disposal—minds, hands, eyes."—From *Report*, Bureau of Parks Recreation Activities, Portland, Oregon.

"Recreation is physical, yet it is also mental and spiritual. And mental and spiritual values must be given first place, for without mental balance and spiritual peace, physical health is impossible and physical joy unknown."—Floyd W. Schmoie in *American Forests*, January 1941.

"Health is not keeping out of the mortality tables. Mental health is concerned with fullness of living. The problem of mental health is full half of the problem of public health."—Dr. C. E. A. Winslow.

"Today adequate provision for wholesome leisure time activities for both old and young is recognized as a governmental responsibility. The cost of a modern public recreation system can well be considered an investment, not an expense, because it is a recognized fact that an efficiently operated recreation system is a potent factor in reducing delinquency."—*Florida Parks and Recreation*.

"Recreation means re-creation. Getting back to normal through the simple process of playing a game, or taking a drive in the country, or digging in a garden, or indulging in your favorite hobby."—*Your Life*, January, 1941.

"It has been demonstrated that people like to participate in a program that is based upon the democratic procedure, in which they have a voice in planning, organizing, and conducting the activities, and that volunteer leaders, serving in different capacities, can contribute materially, at no cost to the town, to the successful operation of many leisure-time activities."—From *Annual Report*, Recreation Department, West Hartford, Conn.

"Recreation for children in a democracy should reflect the values that are implicit in the democratic way of life."—*Oakland Recreation Bulletin*.

"Sport is a game or some form of physical exercise done for the fun of it. Because it gives you pleasure. Sport of this type is obviously democratic as it is obviously workable, congenial and just."—John R. Tunis in *Democracy and Sport*.

"No leadership, or, what is worse, poor leadership, is often the cause of poor sportsmanship on the part of our youth. A good leader does not regiment his program, but rather points out the way to one less informed so that he may receive the greatest possible satisfaction from his chosen activity."—Raymond Hoyt.

"I am convinced that every human being possesses a creative urge to make beautiful things, that this urge can be brought out and put to work with proper encouragement, and that suppression of it results in maladjustments of life."—Boris Blai in *American Magazine*.

"Provision of adequate recreational resources and varied leisure-time opportunities is essential to any community's program for the welfare of its people. Health, social satisfactions and normal social attitudes are all enhanced by the release which comes from a normal, wholesome expenditure of time not devoted to the discharge of daily and routine responsibilities."—*The Honolulu Plan*.

"If leisure is to be the 'growing time of the human spirit,' it must be something more than the chink of time between work and rest. . . . Free time without security is not leisure, and to speak of unemployment as 'enforced leisure' is a mockery."—From *The Literature of Adult Education*.

"Spare time isn't leisure until the individual finds a way to work spare time into his own design for living. Until that moment, it may be sheer idleness, or it may be exploited by someone else, but it is not *his* leisure."

"A vigorous community recreation program with active youth participation can do much to enhance employability, develop community pride and instill a patriotic sense of loyalty to American institutions."—*The American Youth Commission*.



Adventure Cruising to Alaska

By SAMUEL F. HARBY
Assistant Professor
Health and Physical Education
Antioch College

TRAVEL has always been an important form of recreation. However, in recent months, the spread of war in Europe and Asia has considerably curtailed its use by American students. Most of the customary travel routes are now closed, and those young people who have the inclination and the money to go abroad this year are looking around for new worlds to conquer. The slogan "See America First" is naturally being re-emphasized, and war may even be the cue for our rediscovery of America.

A cruise to Alaska, along the British Columbian coast, through the world famous Inside Passage-way, is the writer's suggestion of an answer to the problem.

Alaska was purchased by the United States from Russia in 1867 for \$7,200,000—about two cents an acre. It has proved to be an immensely valuable possession, yielding more than two billion dollars in exports since that date. It is a strange, rugged country, with only a few thousand people living there, but beautiful beyond comparison, and full of wonders.

The territory is America's most rugged frontier. Several distinct races of Indians inhabit the shoreland, each with its own culture. Remnants of Russian civilization still remain, and the dramatic struggle of the early settlers is vividly recorded

on the mountain slopes and reflected in the bay.

The natural resources of Alaska with her minerals, forests, game and fish are enormous. It

is a region of future great industrial development, but this development has only begun. Steamship and airplane routes are established; a railroad comes within a hundred miles of the border; plans are already drawn for a highway to connect with the United States. Perhaps not much longer will you be able to see Alaska in its primitive wonders as you can today.

The distance from Seattle to Juneau is approximately a thousand miles, and the route behind the islands is sheltered the entire distance. There are only three such great inside passageways in the world, the other two being along the Norwegian coast and the coast of Chile. The Alaskan Indians have a legend that on the day of creation, the great builder was required to complete his task and report back to the Master by sundown. He worked on the Far North last, profiting by his experience with the rest of the world. In fact he became so engrossed in this work, his masterpiece, that he forgot to watch the time, and sundown caught him standing with one foot in the Gulf of Alaska, the other in Queen Charlotte Sound, and his pockets bulging with materials still unused. He rushed off to the south, turning his pockets inside out as he

ran, dropping thousands of islands along the coast, and thus was formed the Passageway. It is as fine a cruising ground as any in the world, and tourists here do not face the inconveniences of open sea travel and seasickness. Anchorages are available all along the way, and the route behind the islands is naturally much safer than on open sea lanes.

Traveling in a small boat through the Inside Passage one finds a wealth of beauty and interest denied the traveler on larger vessels. He can sail into shallow waters and up small inlets to reap thrills only dreamed of before. He may anchor in any of a thousand spruce-bordered bays, surrounded by wilderness, and watch big game stir the brush or salmon crowd the streams on their way to spawn. By cruising close to shore he can observe many natural wonders of the shoreline at amazingly close range. He may visit Indian villages, explore glaciers or gold mines, and perhaps climb some hoary island-volcano that has blown its top off. Icebergs are playmates for the tiny craft, and whales may come up to greet the intruder.

On the way to Alaska the cruiser can visit beautiful Princess Louise Inlet, without doubt the most spectacular fiord on the Pacific coast. It has been called "Yosemite flooded"—almost an adequate phrase. There are other magnificent inlets and hundreds of islands where surprises await the curious traveler. Time being his own, he can stop when and wherever he pleases. Hunting and fishing are always good, and a flexible schedule will permit his taking advantage of opportunities as they arise.

The two highest peaks on the American continent, Mt. McKinley and Mt. Fairweather, are in Alaska, and both can be viewed from the boat deck. The latter peak rises directly from the water's edge, and dwarfs both man and ship into insignificance. No less than a dozen glaciers can be seen breaking off into the sea, and the small boat can go right up to the face of the glacier.

The trip from Puget Sound to Southeastern

Alaska is much easier than most people suppose. The writer has made the cruise on three different occasions in a fifty foot sailing ketch, with auxiliary power, and he recommends this method heartily to students and teachers interested in vacation thrills or education by travel.

Our parties were made up of older boys, twelve on each trip, and the yacht was chartered especially for this cruise. We sailed from Seattle about the fourth of July and spent little more than a week going through British Columbian waters to the southern border of Alaska. Another two weeks were spent seeing the sights in Alaska, a final week or ten days for the return trip, and we were back in Seattle by the middle of August. This is the best time of the year for a cruise in Alaska, since

the fog and rains begin about the middle of August and do not let up until the first of July.

Such a cruise is practicable. Many suitable boats are available in Puget Sound, and also many navigators able to serve as skipper. The total cost of charter, captain's services, and food for a party of twelve on a month's cruise (2,000 miles)

would be little more than \$1,200. This is approximately a hundred dollars per person,

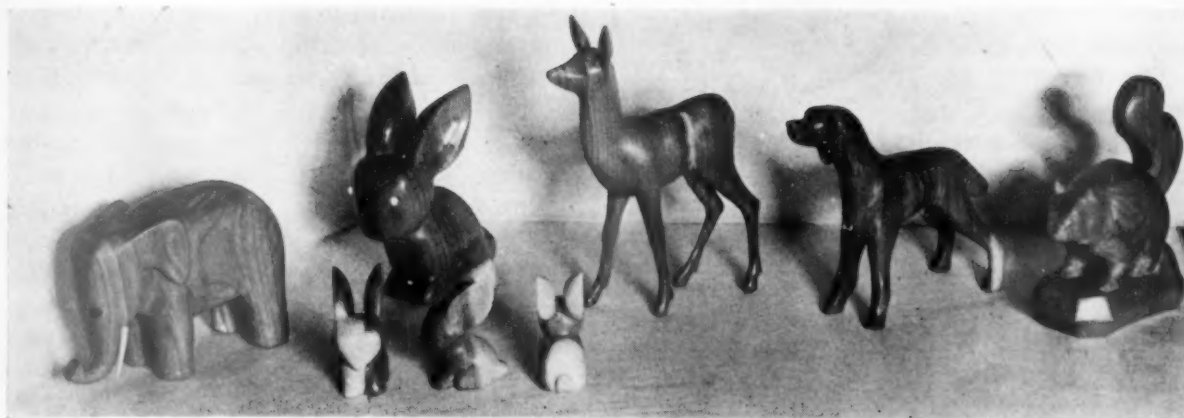
which compares favorably with the cost of even a short European cruise. The plan of using small craft which accommodate ten or twelve passengers each is particularly recommended because it can be adjusted to parties of various size. Having at least two boats makes possible separate sleeping quarters for men and women and simplifies management for the cruise leaders. The most difficult arrangements are: chartering the boat, hiring crew, stocking provisions, planning the itinerary, and making the necessary contacts with agents in ports along the way.

Many colleges and universities are already running travel service as part of their educational or recreational program. Several of these could easily band together to make arrangements for Alaskan cruises cooperatively. A non-profit organization

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Why not see Alaska's natural beauties and resources now, before the country has become too readily accessible?



Whittling Is Fun!

By AMANDA WATKINS
Head, Art Department
Berry Schools

AFTERNOONS and evenings during the summer and fall months are an ideal time for people of all ages to become interested in whittling. It is a sociable as well as a creative art. Many people will find enjoyment in their leisure hours, first in learning how to whittle and then in creating beautiful and useful objects out of wood. Any boy or girl who has the urge to create something can become a good whittler. Any adult who thinks he would like to cut something out of wood is a whittler "in the rough."

Whittling is fun! Just ask almost any boy or girl at the Berry Schools at Mt. Berry, Georgia, and some of them will tell you how they worked their way through school by creating animals and figures out of wood. And they will tell you, too, that the hours of their work days are more like play than work, more fun than playing.

How to Do It

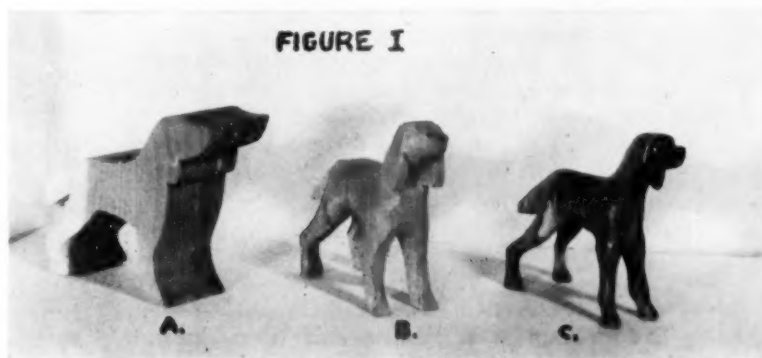
For the best results in whittling visualize your subject in a very simple and direct way. Pictures from children's animal books may help in this process.

Make a paper pattern the size you want the finished object to be, of the side or front view. Now you are ready to look for wood from which to cut this pattern. California pine and cedar are both soft and are excellent woods for the beginner to use. Always cut against the grain to keep the wood from splitting. Draw around the pattern on the wood, being sure to let the grain go up and down; cut out with a band or coping saw around the outline. The thickness of the blank will depend on the width of the widest part of the object to be cut. (See A in Figure I.) Draw a line through the middle of the blank. Also draw the lines of the legs, arms, and head. This will help with the proportions. (See Figure II.) Use a good pocket knife with a large and small steel blade. The blades must be kept sharp if the

cutting is to be easy. The big blade should be used in cutting the excess wood from around the action lines drawn on the

blank. Do not finish any one part but keep the animal or figure in a "blocky" state until good form has been obtained (See B in Figure I.) With a small knife blade begin to

There is deep satisfaction for the carver in seeing the figure of an animal emerge from a block of wood



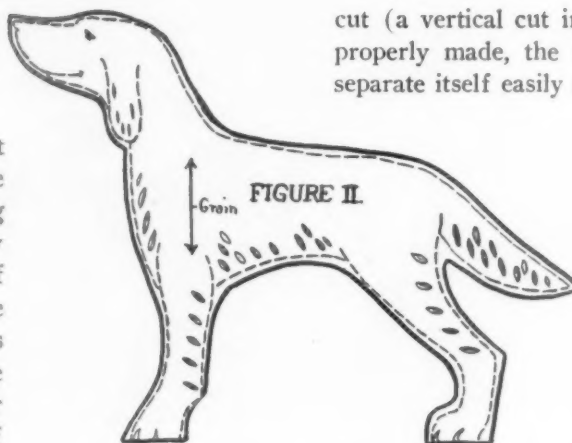
shape up the legs, body, and head.

The finishing up process takes time. Use sandpaper #2/0-100 to get the rough places out of the wood; finishing the sanding with #6/0-220. Every scratch must be taken off if a good polished surface is to be obtained. Blemishes show much more after the finish has been applied. For pine, two or three coats of good floor wax will give a nice creamy finish if each coat is polished well. For cedar, use a good quality auto wax. Three coats will bring out the beautiful grain of the cedar. (See C in Figure I.)

Whittling gives you the satisfaction of visualizing with your mind first, then seeing with the eye just what your concept was. You are never too old or too young to start on a career of whittling, so get a good knife and a block of wood because whittling is fun!

A number of general rules are applicable to most whittling projects. Some of them follow:

1. Take plenty of time on all your work. Whittling requires patience and every project requires a certain amount of time to do properly.
2. Use care and judgment in the selection of the wood you use. Try to select dry, seasoned wood with straight, regular grain, free from knots, gnarls, swills and pitchy or sappy areas.
3. Use good knives and keep them razor sharp at all times.
4. Always chip off a little at a time instead of gouging deeply into the wood. Two or three chip-removing operations carefully made are infinitely better than a deep cut made in one operation.
5. Observe detail illustrations carefully and follow suggestions accurately for each operation.
6. When the knife blade is under a chip and you are approaching a stop-



Bird Dog Blank $1\frac{3}{4}$ " Thick Cedar or Pine

cut (a vertical cut into the wood) that has been properly made, the chip you are removing will separate itself easily and naturally from the block

without forcing, twisting, wiggling or turning the blade in an effort to force or split off the wood.

7. Make every stop-cut accurately to the proper depth indicated, even though this requires more than one operation. Where these stop-cuts are very deep, it is best, usually, to chip up to the cut

in several operations rather than by one deep cut.

8. If you enlarge or decrease the size of any article, remember to increase or decrease each measurement proportionately. From *Whittling*, issued by the Chicago Park District.

The Western Pine Association, with headquarters in the Yeon Building, Portland, Oregon, has issued three booklets which will be of interest to those who make wood carving and other forms of wood work their hobby:

"Wood Carving for Pleasure," has been written "for the person, whether young or old, who likes to work with wood in creating forms which show the individual touch of the craftsman and are apart from ordinary hammer and saw work." This twenty-four page booklet, which is profusely illustrated, may be secured free in quantities of ten or less.

"Plan Book for the Boy Builder," is a sixteen page booklet, illustrated with photographs and sketches, which contains handicraft suggestions

for boys. This booklet is free in quantities of twelve or less.

"Wood Turning in the Home Workshop," a twenty page booklet well illustrated with designs and photographs, contains general suggestions for amateur craftsmen. Free in quantities of ten or less. These three little publications should be helpful in the handicraft program.

"Whittling and woodcarving have come down to us from the mists of unrecorded time. Man's first tool was probably a crude ax evolved from a sharp-edged war club. His second was the knife. He soon discovered the relative ease of forming wood, for earliest records already mention wood casually as the accepted carver's material. . . . Four thousand—perhaps five thousand—years ago where Danzig stands now, neolithic man carved pieces of amber into the likeness of animals. In the Woldenburg district of Pomerania a man carved a representation of a horse. About 2300 B. C., a Sumerian in Mesopotamia carved a steer out of bone." — E. J. Tanagerman in *Whittling and Woodcarving*.

Give Wildlife a Break!

By GLENN YERK WILLIAMSON

TODAY THERE'S a new breed of hunter!

He's a *sportsman*, who, while often misguided, realizes that if he's to derive recreational dividends from his investment in equipment and fees he must give wildlife a break. And this serious-minded chap is achieving a degree of success, not by hokus-pokus, but by digging down to the very taproot of a complex problem.

You've got to give him credit!

His first task (and a difficult one) is to convince the landowner that wildlife on his property is a *crop* possessing tangible value; that a mink, for example, happens to be not only an ornamental animal but also a marketable commodity that represents cash on four legs.

The second task (which isn't much easier) is to sell the idea that "reformed" hunters find no pleasure whatever in cutting fences, leaving gates open, trampling crops, tearing down signs, and pumping lead into innocent livestock.

Once these ideas start sprouting, the average farmer displays a downright cooperative attitude. He now knows, perhaps for the first time in his life, that ninety per cent of today's wildlife is on private farm land. He's learned that the gun destroys but five per cent of birds killed annually, while the prowling domestic cat takes ten times that amount. He's been shown that when he ruins fishing streams by permitting silt (his soil) to choke aquatic vegetation, he's inviting erosion to steal from him as surely as a thief in the night. He's seen the virtue in using a flushing-

bar on his mower. And he's discovered that by furnishing cover and food for his feathered guests he saves money in the form of crops that escape insect attacks.

I know a farmer who licked a huge gully.

"I built a fence on one side to keep the cattle out," he explained, "graded the steep banks, seeded them with legumes and grass, and then planted dogwood, wild grape, mulberry and honeysuckle shrubs. You should see it now! It's become a wildlife sanctuary where birds nest, where pheasants hide in summer. That's how I'm giving wildlife a break!"

Sportsmen in one of the Atlantic seaboard states are toying with an idea, still in its infancy, that concerns itself with the future status of quail shooting. Hunters are required to purchase quail and to place the birds on selected farms. Farmers cooperate by providing areas where the birds may nest, and even guarantee that the nests will not be molested. One hundred birds were released in one locality in the spring of 1940, and this year, as the program gathers momentum, there doubtless were far more.

In southern Illinois there's a hunter-farmer organization that resolved to accomplish three things: (1) good will between farmers and hunters; (2) provision of wildlife sanctuaries; (3) owning and leasing areas for hunting purposes. Farmers lease to sportsmen the right to hunt on their land. Sportsmen, in return, post the land and hire a game overseer. To avoid exploita-

Forest fires, ninety per cent of which are caused by human carelessness, take a frightful toll of wildlife. Preventing them is a vital factor in any program of conservation.



tion, membership is so regulated that there can't be more than one for every 300 leased acres. Three separate tracts (500 acres each) are set aside as game preserves, and woe unto the man who is caught hunting in them!

Details have been carefully worked out. For instance the sportsmen assume legal responsibility for damage they may do to the farmer's real or personal property. Before the hunter can stalk game he is expected to advise the farmer of his intentions and must, if so requested, produce his membership card. Mr. Farmer can tell Brother Sportsman what the bag limit is and what kind of game can be taken. If game is to be hunted in fields where there is livestock or where men are working, Mr. Farmer is further empowered to demand that no hunting be done unless he gives special permission.

Any violations? Very, very few! You see, they're *sportsmen*!

Proper environmental conditions for the protection and perpetuation of wildlife have been given studied attention in mapping present-day conservation projects, for the restoration of game — if it is at all possible — must rest on a determined, concerted effort to restore as successfully as possible the faunal habitat essential to each species. Land, they say, can be reborn. In certain parts of Pennsylvania, thanks to scientific logging, deer are increasing. The upper peninsula of Michigan, a region once heavily timbered and gutted by lumber barons, is responding to kind treatment and in time will become, as the late Jim Curwood predicted it would, a sportman's and vacationist's paradise.

With road building progressing by leaps and bounds; with motor cars increasing; with workers enjoying more time for recreation in easily-reached woods and fields; with purchases of gasoline, guns, ammunition, and license fees soaring to dizzy heights — wildlife never can be brought back to where it once was. That would be wishful thinking in its most asinine form. In fact, we can't be sure that the wildlife left will be able to hold its own against overwhelming odds! But we have made a start, only a start, in demonstrating our willingness to study the problem as it ought to be studied.

One of the most convincing examples of what

"How about more community forests that can grow man-planted trees, produce valuable timber crops, protect watersheds, provide wholesome recreation and attract wildlife? How about more forests that can be made to grow on the millions of acres of abandoned farm land reverting to towns, cities, and counties for non-payment of taxes? How about cutting forest fires to an irreducible minimum?"

can be done is the Mattamuskeet Lake project in eastern North Carolina. Utilizing funds made available by the Migratory Waterfowl Act, the state and the Fish and Wildlife Service (formerly the Biological Survey) in 1934 acquired the 50,000 acre expanse

of shallow marsh-bordered water and are transforming it into what will be one of America's greatest winter quarters for migratory waterfowl. That's what duck-stamp money is doing! Returns from the sale of these stamps, which all waterfowl hunters over sixteen must buy, totaled \$3,472,582 during the first five years (1934 through 1938) they were offered to the public.

Your modest license fees enable state commissions to dip into funds whereby wildlife areas may be purchased, protected, and restocked. Aside from these law-prescribed fees there are voluntary contributions to non-profit wildlife clubs that supplement the work sponsored by national organizations such as Ducks Unlimited which have recognized the fact that seventy per cent of each potential duck crop is lost before a gun is fired, and have, by attempting to restore northern breeding grounds, succeeded in boosting the duck population by several million birds.

More guns, more license fees; more license fees, more wildlife-propagating facilities; more wildlife-propagating facilities, more wildlife. Simple, isn't it? That's what *you* think! Ever hear of the fellow who tried to lift himself by his boot straps? Some of our conservationists are trying to do the same thing. It can't be done!

If our self-imposed program is to give wildlife the help it desperately needs, we must accomplish two things: (1) we must so regulate and restrict shooting that the "take" is *below* production; (2) we must *know* enough about wildlife to assist the landowner in raising the kind of wildlife "crop" his land is best fitted for.

To meet the first requirement, we must place at the head of our conservation departments men technically qualified for their specialized job. The second requirement is being met through the combined efforts of nine or more state universities in correlating their "bureaus of research" with those of the state and federal agencies. Let's say that Connecticut State College has chosen fur-bearing

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Playgrounds Aid National Defense

A knitting project on last summer's playgrounds is likely to be a major consideration in planning the winter recreation program at Manitowoc

By LESLIE J. MANGIN

Director

Municipal Recreation Department
Manitowoc, Wisconsin

IN A CITY WHERE ten submarines for the United States Government are in process of construction there is naturally much interest in America's defense effort, and in Manitowoc, Wisconsin, the national defense is receiving wholehearted and enthusiastic public support. Even the children of the playgrounds have caught the spirit, and under the leadership of the Department of Recreation last summer they made many articles for the Red Cross.

In initiating the project, Mrs. Lucille O'Connell, who is in charge of the activities of the women leaders and who teaches handcraft on the city's nine playgrounds, one day appeared on the playgrounds with some knitting needles and a few almost completed knitted articles. Nothing was said, but the curiosity of the girls was aroused by some of the items and soon there was a request for instruction in knitting. The following week when Mrs. O'Connell appeared on the playgrounds she found it literally packed with girls armed with knitting needles. In this first session she gave them general instruction, and then, carefully watching the results, selected the girls most

likely to learn rapidly and invited them to attend daily sessions for a week. When they had mastered the fundamentals they became assistant instructors.

Soon the question arose of supplying the yarn, since many of the girls came from families unable to buy large quantities of it. So Mrs. O'Connell approached the Red Cross with an offer to knit baby sweaters, and immediately several cartons of yarn arrived at the playgrounds. The girls who did the knitting ranged in age from seven to fif-

(Continued on page 402)

A four year old boy patiently serves as a model and is fitted to a sweater



For Their Off-Duty Hours

Dances for Men in Uniform

THE HOUSTON, TEXAS, Recreation Department and its co-sponsoring organizations are conducting dances for men who wear the service uniform of the United States and for girls who have been invited by hostesses, chaperons, and the co-sponsoring organization to whom they must be personally known. Each girl is required to have a dance ticket filled out with her name and signed by her sponsor and an executive of the Houston Recreation Department. The chairman appoints five or more hostesses, each of whom selects five or more chaperons. Each chaperon invites five or more girls.

Others who attend the dances are the chaperons who have tickets of admission signed by their hostesses and an executive of the Recreation Department. The floor committee is composed of members of the Recreation Department and of the WPA recreation staff, and representatives from the co-sponsoring organization who have special tickets of admission. There is a welcoming committee made up of members of the Recreation Department and representatives of the co-sponsoring organization. Provision is also made for honor guests, officials and representatives of the organizations co-sponsoring the dances, and representatives of civic clubs, city officials, and other special groups who have tickets of admission.

The dances are held from 7:00 to 12:00 P. M. The requirements for the physical facilities are that the room used shall be large and accessible, and the lighting and ventilation good; that there shall be a sufficient number of chairs and rest rooms and checking facilities for men and women.

Rules Governing the Conduct of the Dances

General Rules

There shall be no smoking on the floor either by boys or girls.

Drinking is discouraged, and persons showing signs of intoxication will be expelled from the dance.

No "pass-out" checks will be issued. If a boy or girl leaves the building he or she may not return.

So many inquiries on the conduct of dances for men in uniform continue to reach us that we are emphasizing this phase of the program in the articles appearing each month on community recreation for men in service. The rules and regulations presented here are being successfully used at the dances sponsored by the Houston, Texas, Recreation Department.

"Cutting in," "tagging," or "Robbers' Fox Trot" is permissible at all times.

Rules for Men

Men must be in service uniform to be admitted.

The stag line should be on the outside of the dance floor.

The floor must be kept open for the dancers.

The conduct of the service men determines the success and continuation of the dances. Therefore for your own welfare as well as the consideration of the girls and sponsors you should so conduct yourselves that no word of criticism might be spoken against you, the girls, or the dances.

Rules for Girls

No girl under sixteen years of age should be given a dance ticket.

No girl should be admitted to the dance who does not have a properly signed dance ticket.

Evening dresses are preferred.

Girls shall not wear hats, coats, or furs while dancing.

Girls are expected to measure up to the highest standard.

Since the boys are the guests, the conduct and standards must be set by the girls.

Supervision of the Dance

The supervision of the dance shall be in charge of the floor committee. The following rules are suggested:

1. Each member of the committee is asked to arrive at seven o'clock and report to the floor manager for special instructions.
2. The committee men shall see that the rules are observed. A quiet word may prevent unpleasant occurrences.
3. The members of the City Police and Fire Departments are cooperating with the floor committee and the Houston Recreation Department in supervising the dance.

Committees to Be Appointed by the Co-Sponsoring Organization

Invitation Committee. The invitation committee shall be responsible for sending tickets

of admission to the following persons:

Leaders in the community, either local or city.

Representatives from other organizations or clubs.

Girls of good character to attend the dance.

NOTE: The defense recreation committee and the Houston Recreation Department are held directly responsible for the dance. Therefore utmost care must be exercised in selecting the persons who attend.

Refreshment Committee.

The refreshment committee shall be responsible for the type and kind of refreshments to be served, bearing in mind the following:

Light refreshments are preferred.

Cooling refreshments that that may be served continuously are desired.

Beer is not to be served.

Approximately 2,000 guests are to be served.

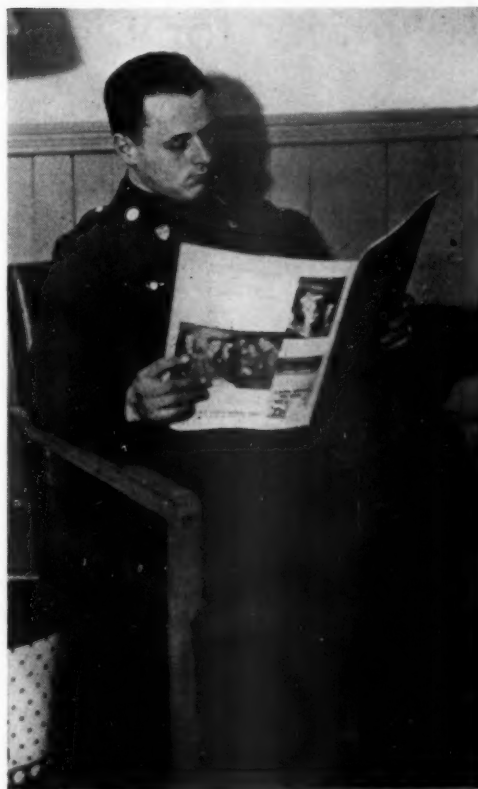
Refreshments necessitating plates and spoons are discouraged.

NOTE: After the type of refreshment has been decided the defense recreation committee will gladly assist the refreshment committee in securing the necessary amounts at the lowest possible prices.

Reception Committee. The reception committee shall be responsible for welcoming the guests. Every effort should be made to make them feel at home by making introductions, answering questions, and creating as friendly an atmosphere as is possible.

The reception committee shall be responsible for the registration of the guests. The following method is suggested:

Attractive girls are seated at three different tables. The service men register at one table, the girls register at another, honor guests at a third. Slips of paper must be provided for the registration. After the dance has started the younger girls should be relieved so that they may take part in the dancing.



Courtesy Wisconsin WPA

Dancing is only one of the activities being conducted. Community groups are providing club houses and other places where the men may read, write letters, and enjoy many other quiet activities.

The reception committee shall provide ushers for honor guests.

NOTE: The defense recreation committee and the Houston Recreation Department are held directly responsible for the dance. Therefore members of these organizations shall be at the door and determine who shall and who shall not be admitted to the dance.

Decoration Committee.

The decoration committee shall be responsible for making the entrances, reception area, and the dance floor as attractive as possible by any means at its disposal.

Checking Committee.

The checking committee shall provide persons who will be responsible for checking hats, coats, wraps, and packages throughout the dance. The committee shall furnish the checking stubs. The following suggestions may be useful:

The biggest rush will be at the beginning and at the close of the dance, and extra help should be provided at these times.

A group should work for an hour and then be relieved. In this way the checking does not become tiresome, and the girls also may enjoy the dancing.

Two girls at a time are sufficient except at the rush periods.

Entertainment Committee. The entertainment committee shall provide special entertainment that will fill in during the intermissions or that will add to the pleasure and enjoyment of the guests during the early part of the evening before dancing gets started. The following suggestions may be useful:

Some of the entertainment should come from the camps as there is much talent there, and it helps to bring a closer bond between civilian and army personnel. Singers, instrumental numbers and the like are preferred.

(Continued on page 408)

Communities Volunteer for Defense Recreation

**At the Recreation Congress at Baltimore
volunteers promoting recreation for men
in service will discuss mutual problems**

ONE HUNDRED THOUSAND sailors, soldiers, and defense workers suddenly descend on a placid, west coast city . . . the once-deserted sidewalks of a southern village are teeming with fun-seeking soldiers with nothing to do on long week ends . . . in a staid New England town hordes of industrial workers and their families are looking for a place to live and eat and play.

In uniforms and overalls, the army of defense is working a three-shift schedule. And when their work is done, these men and boys want to play—and play hard. Every week end they march on the communities of the country looking for fun and relaxation, friendship and recreation. Each defense community in the country, whether its population is 700 or 7,000,000, has been called upon in this all-out drive for emergency recreation.

This is the problem which hundreds of recreation workers will bring with them to the Special Defense Recreation Conference at the National Recreation Congress, Monday, September 29th. Here local defense committeemen will meet with recreation executives, federal officials, and civic leaders. At the Baltimore round table they will discuss ways to meet this new and urgent need for recreation.

Every community situated near a defense camp faces a unique problem. Many towns are in the throes of industrial booms, yet no two situations are alike. Conference delegates will all be facing individual emergencies but through cooperative and creative discussion they may learn how other communities have met and solved problems similar to their own. Representatives from defense councils in many parts of the country will describe the situations found in their cities and then outline the steps taken to set up all-round, creative recreation programs for civilian defense workers and service men from near-by camps.

Hard-headed civic leaders who have been facing overwhelming problems during the past months will not suggest mere theoretical solutions. They will have facts and figures, failures and successes

from which to draw conclusions. They will speak frankly in an effort to learn from their own experience and that of others.

Working with community leaders will be federal officials who have been sizing up the local situation since the emergency program first got under way. These men are in a strategic position to observe the situation from a national point of view, to discuss the whole picture of defense recreation, to outline progress made up to date, and to plan for future needs. Three key men from the Federal Security Agency will speak during the day. Paul V. McNutt, Coordinator of Health, Welfare, and Related Defense Activities, will emphasize the importance placed by the federal government on recreation for men in uniform and defense workers during his evening speech. Charles P. Taft, Assistant Coordinator, will discuss the whole problem of defense recreation and how it is being handled. The work of the Division of Recreation will be described by its director, Mark McCloskey.

Morale officers from the Army and Navy will join in the conference as representatives of the men in uniform. Delegates will hear Lieutenant Colonel M. M. Montgomery of the Office of the Chief of the Morale Branch of the War Department and Lieutenant Commander Arthur T. Noren, representing the Navy Department, describe the work of the morale divisions of the armed forces. Later they will have an opportunity to question the officers about programs which appeal most to the men. Representatives from army corps areas will attend special meetings to discuss recreation programs within the camps and the relationship of morale officers to civilian defense workers.

Monday's two-part defense conference will signalize the opening of the Recreation Congress. At the morning meeting there will be a representative gathering of committee members and officials responsible for recreation programs in local communities near training camps and stations. Several chairmen of defense recreation committees will

outline specifically the problems their communities have faced, what has been done thus far to meet them, and list questions that need clarification. Government and military officials will then describe their part in the program and suggest ways in which the splendid contribution of local communities can be made even more serviceable to the defense program. The afternoon will be devoted to a round-the-board discussion of questions raised by committee members, local officials, and others interested in the defense recreation problem.

What questions will these men and women raise?

What problems do they face? Many of them will come to the Congress from great cities, many from small towns and rural areas. Each will have a unique problem, but all will be working toward the same goal—an integrated program of leisure-time activities for the men in uniform, the defense workers and their families.

Discussion topics for the conference will fall generally under nine headings—community organization, program administration, community cooperation and agency relationships, general and social program, facilities, finances, personnel, publicity, and planning for the future.

Already suggestions and questions are pouring into the Congress office from recreation workers planning to attend the conference.



Dr. Rowland Haynes, (above), President of the University of Omaha and Chairman of the Defense Recreation Committee, Omaha, Nebraska, and William E. Spadden, Chairman of the Defense Recreation Committee, Rantoul, Illinois, will address the Defense Recreation Conference on Monday morning, September 29th, on the subject, "Impact of the Defense Program on Local Communities."



Men and women in the midst of setting up a committee want to know what form of local organization has permitted all important agencies in the community to share in the responsibility for defense recreation. They are wondering how to select officers and what effective subcommittees should be set up.

In some localities a group of small communities are sharing in a single program. What are the best administrative procedures for this type of defense area? What new techniques of administration have been devised for defense camp communities? To meet what special situations?

Community cooperation is the key to program success. Puzzled local committeemen are wondering what precisely is the relation of the local community group to the Federal Security Agency, to the U. S. O. and local agencies within it, to the WPA and PWA, to state councils. If there is overlapping of programs, where does final responsibility for the recreation program lie? How can unhealthy competition among agencies be eliminated?

And then the all-important problem of program! What is a well-balanced program for a defense camp or industrial area? What facilities are needed? What activities? Many camps are relatively far from communities. How can the soldier come to town? When he does come, is he made to feel at home? What is the

best means of introducing him to the community, of fostering hospitality? What percentage of soldiers is actually reached by the recreation program? Just what does the soldier want to do?

Industrial workers and their families are equally in need of an all-round leisure-time program. What recreation should be provided in housing units constructed for the families of industrial workers? What kind of pay day program will appeal most to the men? Are plans being made for colored troops and their families?

One of the biggest responsibilities facing recreation leaders is the extending of community hospitality. What effective ways have been found by America's "home towns" for including the boy in uniform? What has been done to express the friendly attitude of townspeople toward the soldier and sailor? What methods have proved best for enlisting and registering young women for dances? Is the community planning events for the men who do not dance?

Since service clubs and defense centers are the focal point in a community program, these buildings will have an important place in the discussion. What has been done to adapt existing buildings for use as soldiers' centers? What can be done to have schools designed on community-use bases? Will the facilities set up for the week end be used during the week or left idle? Can these buildings be used for a permanent program after the emergency?

Every community has a financial problem. Delegates will want to hear about extra appropriations made in some cities. What money-making methods have proved successful? When will the federal government and U. S. O. step in to help overburdened communities, and what help is to be expected from them? Is the community cooperating by offering special rates and privileges to the men in uniform? To what extent are they discriminated against by raised prices?

Then there is the problem of personnel, professional and volunteer. And of publicity—that all-important medium for establishing community support and good relations. All these questions have been suggested by men and women now in the midst of working and planning—men and women who need practical answers to these problems.

And what of the future? When the emergency is over, the nation will discharge its civilian army and send its defense workers home. Recreation

programs must be revised for the reconstruction. Precautionary means can be taken now to protect the normal services of a recreation department; children, older folks, and women need more than ever and will continue to need the morale-building values of a creative leisure-time program. Far-sighted leaders will take advantage of the current crisis to focus attention on public recreation as a vital need for continued national health and unity.

There are carry-over values in the work of the Federal Security Agency which must not be overlooked. This program may become the proving ground of increased cooperation among social agencies in the future.

There will be an equally critical but different morale problem after the emergency, and it is inevitable that recreation will play an increasingly vital part in the new way of life. The leisure-time problems of reconstruction will demand a wide-awake and resourceful personnel. Recreation workers, knee deep in the problems of today's all-out defense, must and will take time out to plan for the future when there will be another chance to help make democracy work in peace time.



Andrew Broaddus, Chairman of the Defense Recreation Committee of Louisville, Kentucky, will also speak at the Monday morning defense session of the Recreation Congress. He will discuss emergency leisure-time problems faced by local communities.

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

BIOGRAPHY of Stanley Coulter. "The Dean," an account of his career and of his convictions. Purdue Alumni Office, Memorial Union Building, Lafayette, Indiana, 1940. \$2.15. Of interest to recreation workers is the growth of the state park idea in Indiana, Dean Coulter's effort to save the fine virgin forest at Turkey Run State Park, and the emerging State Department of Conservation.

Bird Food. The "bitter ends" of peanuts are not used in making peanut butter. This is one cheap source of a delectable bird food.

Blue prints of leaves or flowers. Obtain daylight printing paper from a draftsman's supply house. Expose to sunlight until paper turns blue and then the color fades away. Develop paper for ten minutes in potassium bichromate (tablespoon of crystals to two gallons of water). Wash in running water and dry between newspapers under pressure.

Born Naturalist. Gordon Acomb, president of the Cincinnati Audubon Society, saw a kodachrome photograph by Arthur A. Allen of Cornell University who made the first natural-color snapshots of birds for the *National Geographic Magazine*. The picture was called "An Eastern Bluebird Surveys His Garden Realm." Right then and there he resolved to get a colored movie of a similar scene—a bluebird on hollyhocks. Although he works days and takes courses at the University at night, he enlisted the services of Mrs. E. G. Hutchinson, Loveland, Ohio, and by daily maneuvering they moved the bluebirds' nest from fence post to fence post and finally across the street until they were in the hollyhocks.

We like Gordon Acomb's enthusiasm. Where such persistence will take him is an unsung saga. We predict that it will be onward and upward. And the spark was a kodachrome of bluebirds in the hollyhocks.

Conservation. A new magazine has been launched by the Alabama Department of Con-

servation to be devoted to wildlife, forestry and state parks.

Conservation Education. "Conservation and Citizenship," Renner and Hartley. D. C. Heath and Company, New York, 1940. 367 pp. \$1.52. Has practical exercises and activities.

Conservation. "My Country 'Tis of Thee—The Use and Abuse of Natural Resources," Mitchell, Bowman and Phelps. Macmillan Company, New York. 335 pp. \$3.50. Striking text and illustrations.

Conservation. Science students of John Marshall and James Ford Rhodes High Schools, Cleveland, Ohio, have made a neighboring park a show place by grafting seedling apples and hawthornes with pink, rose and red flowering crabs. This was done under the direction of Gabriel Simon, Cuyahoga County 4-H Club agent. Mr. Simon says that this prevents vandalism.

Coordinated Recreation Program. Allen T. Edmunds, Nashville, Tennessee, has been designated by the National Park Service to make a study of public recreation facilities and needs of the eight states in the Tennessee and Cumberland River watersheds. Forests, wildlife, and nature recreation are major considerations.

Craft. "How to Make Costume Jewelry and Accessories from Nature Materials at Little Cost" is a twenty page pamphlet issued by the Recreation Division of the Chicago Park District. Source materials are corn, cranberries, acorns, peach stones, nuts, coconut shells, and pine cones.

Day Camp, Cincinnati. Between April 15 and June 17 fifty school groups arranged to go to "California Woods" where nature activities were carried on by the municipal Recreation Commission. From fifty to seventy went in each group. Bert Lawson, who emerged from his chrysalis stage at the time of the National Recreation School, is assisted by Warren Slocombe.

The greatest problem in

"Nature-grams," says Cap'n Bill, "cannot be standardized. In many schools it is still true that they must be on page 23 at a given time. This is not a cardinal sin of recreation programs. Although some systems are limited to golf because they have golf clubs, they do not need to eliminate nature recreation because they have no nature."

the area has been the protection of the four hundred species of native flowers. Local boys were the worst offenders. Twenty of them were organized into a Junior Ranger group and are now an asset instead of a liability. They are quite apt to jump out from back of a tree if a visitor is indiscreet enough to pick a flower. In spite of the dire predictions of University botanists, the carpet of native plants is greater than ever. Conservation education is possible.

"Electricity, How Used on the Farm," Cornell Extension Bulletin 410. Cornell University, Ithaca, New York, 1939. \$.09. Well illustrated. Good, too, for camp installation.

Fish. "My Fish Friends," Myron E. Shoemaker. Gray Printing Company, Du Bois, Pennsylvania. \$.60. Simple story of common species.

"Forest Fire Study for 4-H Clubs," published by Michigan State College, Extension Division, East Lansing. Club Bulletins 31 and 31-A. Forest fires could be prevented if everyone knew.

Fossil Plants. "An Introduction to the Study of Fossil Plants," John Walton. Macmillan Company, New York. 188 pp. \$3.75. Clear style and excellent illustration.

"Garden, Do You Know Your," Gladys M. Goshorn. Oxford University Press, New York. 310 pp. \$2.50. A garden quiz book.

Guidance, among recreationists, means giving young people the opportunity to find out their interests and aptitudes. Without doubt some of the hobbyists in your bailiwick have the talents, capacities, and inclinations to enter the new profession of leadership in nature recreation.

Highway Zoning. The American Automobile Association and the American Planning and Civic Association have worked out a general model in roadside development and in establishing highway protective areas. It has aroused a great deal of interest and is being considered by most state legislatures. Traffic hazards, as well as destruction of beauty and reduction of property values, require zoning as the most effective remedy.

Hiking. "The Valley Whose Name is Death," E. J. Edwards. San Pasqual Press, Pasadena, California. 122 pp. An account of the experiences of the Sand Walking Expedition which left Salt Lake City in 1849 for California gold fields.

Humane Education with particular reference to the nature program in the elementary school is the objective of the Amrita Island Summer School

Conference, Cautumet, Massachusetts, under the auspices of the Animal Rescue League of Boston. Robert F. Sellar is president. Teachers may receive four hours credit.

Indians. "Penobscot Man: The Life History of a Forest Tribe in Maine," Frank G. Speck. University of Pennsylvania Press, Philadelphia. 325 pp. \$4.00. Scientific and readable, by a man who camped with the tribe.

"Man Stands Alone," Julia Huxley. Harper and Brothers, New York. 297 pp. \$2.75. Interesting and scientific discussion of man and this chaotic world.

Museums. "Youth in Museums," Eleanor M. Moore. University of Pennsylvania Press, Philadelphia. 115 pp. \$2.00. An interesting survey useful for leaders.

National Monuments and Parks.

Year	Population in Millions	Density Per Sq. Mi.
1800	5	6.1
1900	75	25.6
1940	132	44.

The thirteen original states were shortsighted in going out for national parks. Some of the inspirational scenery has gone, but some irreplaceable resources can still be permanently protected.

Nature Game. Try the EST game for your locality. The largest animal to give milk may be the horse, for example. The smallest animal in summer that has feathers may be the humming bird.

Nature-Grams. Aunt Epi-Gram says, "One nature-gram does not make a pro-gram." There is an ancient Chinese proverb that "One thread does not make a rope."

Nature Guiding. "It is not a subject for debate that all the youngsters from Hell's Kitchen, the Capone neighborhood in Chicago, and the 'Grapes of Wrath' country need a touch of nature and the out of doors. . . . All can gain much under competent guidance — guidance not to regiment but to unfold individual capacities and the truths which nature tells."—Harry E. Curtis, *Planning and Civic Comment*, October-December, 1940.

Ornithology. "Modern Wilderness," William A. Babson. Doubleday, Doran, New York. 261 pp. \$3.00. Interesting narratives, mostly about birds.

Radio-Nature. Nature Sketches are being broadcast for the fourth successive year from

(Continued on page 406)

World at Play

Civic Opera Company Produces "Mikado"

LAST winter, in the Irem Temple Auditorium, the Civic Opera Company of Wyoming Valley presented its fourth Gilbert and Sullivan production, "The Mikado," before an audience of more than a thousand people. The company, sponsored by the Playground and Recreation Association of Wyoming Valley, has been in existence for four years. It has its own board of directors of fifteen people and a constitution under which it operates. The director, Miss Edith Hoffman, who was formerly director of music at Coughlin High School, has been with the group since its inception. Membership of the company includes fifty-six men and women representing for the most part business and professional people. During the past year eight concerts were given in addition to the opera, "The Mikado." These concerts were usually excerpt programs from the operas and were presented in high schools and before service clubs. Costumes and scenery for "The Mikado" were made by local people who were interested. The company is entirely self-supporting and during 1940 made \$1,119.21. It cost \$924 to produce "The Mikado."



Houston's New Park and Play Areas

the following:

"The increasing number of facilities made available to the public through the collaboration of civic-minded Houstonians and the farsighted policy of the city officials represents another forward step in public recreation in Houston." The report tells of Milby Park, the gift of Mr. and Mrs. George Hamman, which has been turned over to the city for the use of all the people of Houston. The eighty-acre wooded tract, with its spacious club house of Texas limestone and its picnic shelter, is ideal for public gatherings and picnics. Mason Park, recognized as Houston's best equipped all-

IN THE 1940 report of the Houston, Texas, Department of Recreation there appears the

Playgrounds Rally for Defense

round playground, is to have further equipment through the bequest of the donor, Mrs. John T. Mason, who left an additional \$25,000 for the improvement of the park. The needs of the colored citizens were recognized by Miss Annette Finnigan, who left \$25,000 by the terms of her will for the improvement of the park she had previously given.

children made quantities of little red, white, and blue posters and attached them to stilt sticks. They read: "Playgrounds Instead of Dugouts," "All for Uncle Sam," "Pots and Pans Today—Planes Tomorrow," and "All for Our Defense." The children then collected aluminum pots and pans and borrowed all the flags available. Almost eight hundred children took part in the parade, each carrying from seven to ten pieces of aluminum; some of the boys had dozens of pieces trailing behind them on strings. Several children brought in a hundred pieces. A truck was secured to carry the surplus.

ON JULY 21st the playgrounds at Andover, Massachusetts, held an aluminum parade. The

Here's the New DIAMOND



Super Ringer

It's the finest pitching horseshoe ever made! Aluminum and bronze. A beautiful shoe with accurate balance drop forged from special analysis, heat-treated steel. Already the outstanding favorite of professionals and amateurs who know the value of a good tournament shoe. Write for complete information and new catalog No. P. S. 3.

DIAMOND CALK HORSESHOE CO.

4610 GRAND AVENUE

DULUTH, MINN.

Montreal, Canada, is another city in which the playground children have collected aluminum. Here the week of July 28-August 2, 1941 was known as "Aluminum Salvage Week."

A Music Camp in Nebraska—Last summer for the first time the WPA, acting through the Recreation and Music Projects, conducted a summer music camp in Nebraska. At Camp Sheldon near Columbus, boys and girls were offered a week of recreation. Rehearsals of band, orchestra, chorus groups and classes in the various instruments and in voice alternated with instruction in practical handcraft. There was time off for boating, swimming, horseback riding, hiking, and similar sports. Evenings were given over to impromptu entertainment programs, camp fire parties, and concerts. Capable leaders conducted five hours of music each day and a regular period of handcraft. Each camper had certain duties in the operation of the camp, which were assigned daily and performed cooperatively.

For an All-American Party

(Continued from page 378)

He thought of her beauty he never could (*tire*).
But if he could win her? Oh, that was the rub!
She came from the erudite city, the (*hub*),
While he in New York saw the first light of day
And lived near the (*battery*), down by the bay.
His deep love to (*shift*) he tried all in vain.
It would (*clutch*) at his heart 'till it gave him a pain.
Quoth he, "I can tell you it is not a joke!"
So then of his ardent affection he (*spoke*):
"Oh, have you for me of hope just a (*spark*)?"
Ah! Then I'd be happy, I can but remark.
But if you refuse me, it's certainly clear
My heart, it would weight quite a (*tonneau—ton, oh*)
my dear.

Indeed, I am pining, sweetheart, for your sake,
And if you refuse me, my heart it will (*brake—break*)."
The maid to his pleadings did graciously yield.
Said she: "You may be my protector and (*shield*).
At some future day I will be your dear wife,
Together we gladly will (*motor*) through life."

Political Rallies

Presidential Campaign. (Two from each group.)
Divide a large sheet of paper into three columns, heading them respectively, Reds, Whites, and Blues. Then divide each column in half vertically, providing two columns for each team—the left one to represent that team's presidential candidate; the other, its vice-presidential candidate. Rule the sheet horizontally into fourteen spaces. Hang this scoring sheet on the wall.

Pin a slip of paper (of individual team colors) in the bottom squares. Letter the slip as follows:

Reds

R—presidential candidate

D—vice-presidential candidate

Whites

W—president

H—vice-president

Blues

B—president

L—vice-president

The six candidates are invited to sit on chairs in the center of the room, and they might be provided with such appurtenances as beards, moustaches, hats. Each is given an opportunity to make three campaign promises to his public. The candidates remain in the center of the room as the game begins.

Thirteen squares for each of the six letters given above are sorted from a set of anagram letters. They are shuffled and placed face down on a table. The leader turns one square at a time. A scorekeeper raises the slip containing that letter one space in the column. Another square is turned,

and the slip for that letter is moved up a space. The game continues until the slips for both candidates of one team are at the top of their columns. The winning candidates are congratulated and their team scores a point.

Grand Finale

Each group chooses a patriotic or typically American song from song books distributed to all of the players. Each team renders its songs, to be rated by the judges on four points: selection, presentation, spirit, and participation. The judges name the winning group.

All of the guests might join in singing some old favorites while the judges tabulate the final scores. If a prize is desirable, a box of candy might then be awarded to the winning team. At any rate, the announcement of final scores will undoubtedly be received amidst much ringing of the cowbell!

From City Auditorium to Recreation Center

(Continued from page 373)

very successful with large attendances are as follows: a Hallowe'en celebration; a Christmas party for children and a Christmas ball for adults; a winter carnival ball; a St. Valentine's party; a St. Patrick's Day celebration; an Easter egg hunt; a ping-pong tournament; a badminton tournament; an industrial basketball league and tournament; a grammar school boys' basketball league and tournament; bi-weekly dances; a spring semi-formal dance, and Sunday afternoon concerts by the young people's junior symphony orchestra.

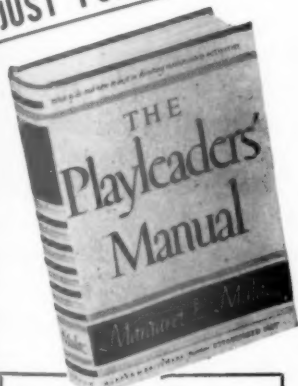
The City of Barre employs two recreation leaders, and the WPA supplies three additional leaders to supervise activities in this municipal center.

Playground Problems

(Continued from page 358)

and wading pools—the more the better. However, I believe they need supervision while using them.

JUST PUBLISHED!



CONTENTS

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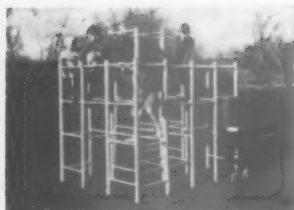
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Give Wildlife a Break!

(Continued from page 388)

animals as its Number One problem, and that Jones, who is interested in this aspect of wildlife, has decided to explore its possibilities. He does all the work; the professors merely look on. When he is through, the college compiles his notes, sends a detailed report to each of the other schools and to all state game departments, and gradually the vital data seeps down to the general public.

"It beats the dickens what they're doing nowadays!" a hunter recently said to me. "I've often noticed," he continued, "that birds missed by guns later died from lead poisoning. Danged if they aren't doing something about it! They've perfected an alloy shot containing two per cent of magnesium. It has all the required ballistic properties and will disintegrate within twenty-four hours after contact with moisture. Waterfowl can eat it with immunity. Boy, that's giving wildlife a break!"

The possibilities for doing other things are practically unlimited, if we'd only do them. Yankee ingenuity can meet the challenge. Let's show the Indian, our first real conservationists, that we, too, are big enough to give wildlife a break!

Adventure Cruising to Alaska

(Continued from page 384)

could be formed for the purpose, which would serve all members, and be so flexible as to meet the needs of various sized groups as they develop. The author would be glad to hear from anyone interested in this proposal. The plan has many advantages, and certainly is intriguing as an educational experiment.

An expedition to Alaska would be a more rugged and more adventuresome experience than the usual trip to Europe. It would require more initiative and self-reliance on the part of cruise members and would involve real responsibility for all associated with it. But it is an attractive challenge. The desire for new experience is a basic human wish; and for most of us, the zest of life is at its growing edge.



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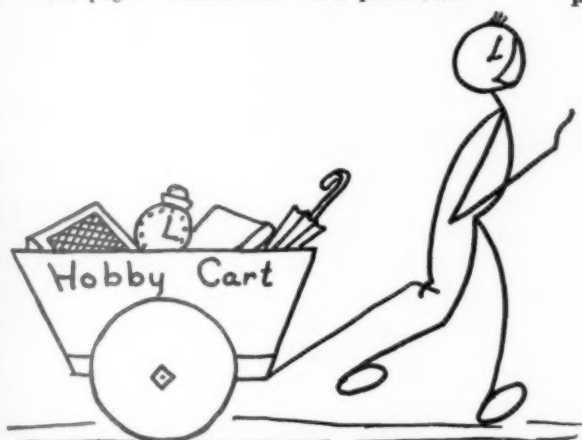
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AMERICAN BOOK COMPANY

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The Place of Handicrafts in Our Schools

(Continued from page 375)

made by the students in their leisure time and are now being used daily during the noon hour activities.

To correlate the craft program with pioneer days, it was decided to make a study of the possibilities of corn husks which were used in early days for many purposes. As door mats they served to clean muddy shoes and when water was poured over them, would emerge none the worse for the use. Wallpaper racks, whisk broom holders, hearth brooms, baskets, and even table mats were made of the soft textured, creamy inner leaves of the husks. We found that field corn husks provide the best and strongest material. It is necessary to keep the husks in a dry place as moisture causes molding.

First the husks were dyed with deep autumn shades of brown, green, or red. After they had been folded and sewed together end on end as in braided woolen rugs, they were braided. For baskets and hats they were folded into little pointed

pieces and sewed on buckram. Some of the husks were tied into bunches to make hearth brooms and floor mops, or to serve as a thatch roof for a birdhouse.

At the present time the club is making a study of leather craft. Billfolds, key cases, and other articles are in the process of being completed. Some of the girls are making belts from pyro cord. Indian designs are burned in round pieces of cork and then painted with water colors. Six holes are punched in each piece through which four strands of red and white pyro cord are inserted. Round braiding is applied to the four strands and finished up with square braiding. This is a very interesting project for girls as the belts are attractive when completed and the process provides valuable experience in both round and flat braiding.

Once every month the club meets after supper, and at this time the parents are invited to see the work of the pupils and to bring handicrafts of their own. This fellowship, enjoyed by both parent and child, is proving a worth-while adventure for all concerned.

As we offer our students courses in Smith-

(Continued on page 404)

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Creative Crafts for Recreation

(Continued from page 371)

ash trays, book ends, bird houses, napkin holders, and countless other objects. The soldering iron is a useful art tool. The desire to cut and solder and to shape things with the hands seems to be almost universal among young people.

Paste oil colors are used to work out color schemes in basketry, woodwork, clay modeling, puppetry and similar projects. The purchase of paste oil colors in half-pint cans may be made at greatly reduced cost. Raw umber and other colors may also be bought in bulk and mixed with linseed oil or alcohol. The use of these materials makes possible an infinite variety of color designs and gives broad scope to the creativeness of the craftsman. The paste colors, which cost from twenty to fifty cents a can, may be used for almost any type of painting, including murals, woodwork, and walls.

Wallpaper is another inexpensive craft material. The effectiveness of its use depends upon the ingenuity of the leader. Discarded sample books may be used for cutting out doll clothes and other objects for small children, and in training them in the simple use of the shears and the paste pot. Some of the things that can be made out of wallpaper samples are hot pads, doll furniture, coverings for purses, scrap books, waste baskets, boxes for the desk or dresser and many other objects.

The creative artist can glean from this discussion many suggestions that may be fruitful in developing new and varied sources of materials for use in the crafts shops. The craft programs out-

lined in this article have been tested in the shop at Central Community House. The field is vital and capable of interesting the youths and adults of all walks of life. The history of art has taught us that the closer we are to an elementary knowledge of material the closer and the greater are the possibilities for the developing of a unique and genuine folk art.

Playgrounds Aid National Defense

(Continued from page 389)

teen years, and it is an interesting fact that all of the girls, including the seven-year-olds, had their first sweaters accepted. To date all contributions have been acceptable to the Red Cross.

Regular class sessions were held one day each week on every playground for an hour and a half. In connection with her advisory duties, Mrs. O'Connell stopped at each playground at least once every day to check on the leaders' activity programs, and at that time the girls came to her for help. Those who made mistakes rectified them cheerfully, though frequently it involved much ripping.

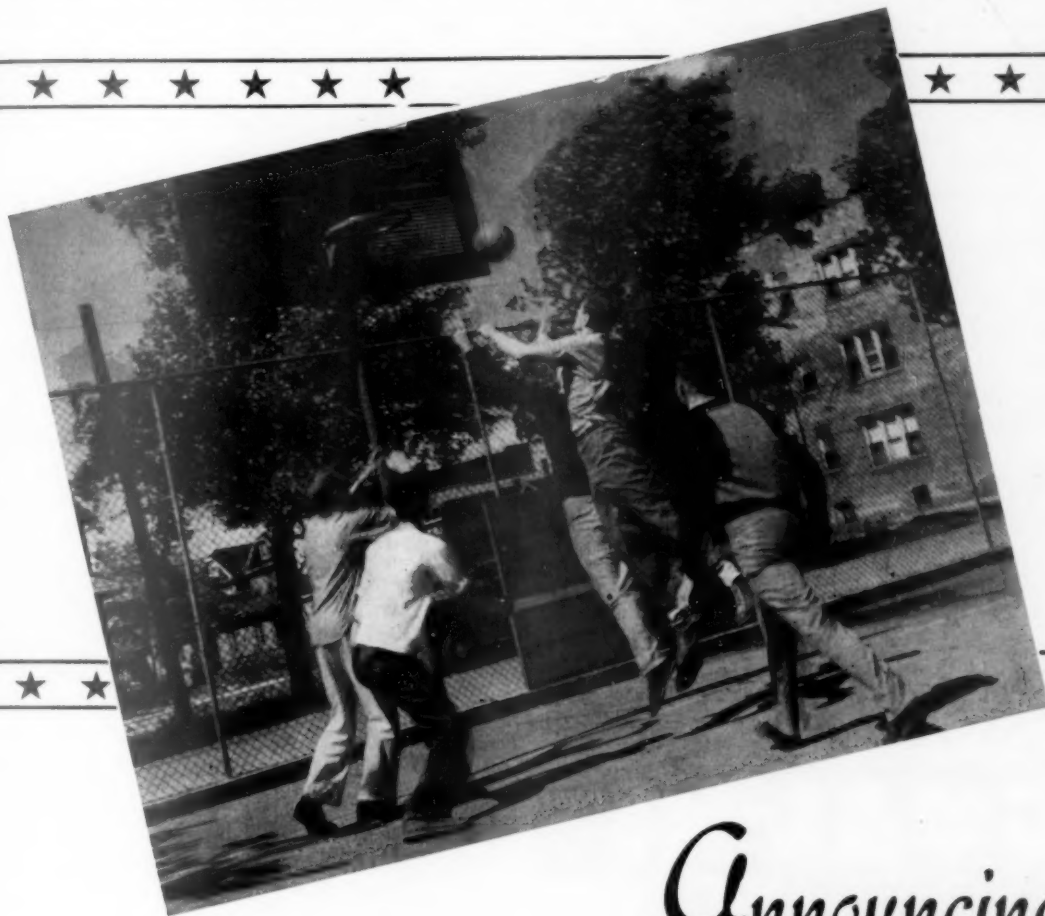
Boys, Too, Were Interested

The universal appeal of the project is proved by the interest of the boys in the work. Though many of the younger boys did nothing more than sit through the class watching the sweaters take form, others took a more active part in the process, rolling the yarn from the skeins into balls. Some of the boys braided yarn, making the "idiots delight" cords used to tie sweaters at the neck. These activities on the part of the boys originated as rainy day pastimes in the playground shelter house, but soon they were taken out into the open as an occupation for the hot periods of sweltering summer days.

Fifty-seven skeins of yarn were knitted into twenty-four sweaters during the first two weeks of the activity, and production picked up as the girls became more proficient in the manipulation of the needles.

The carry-over values of the program have already become evident. The girls have petitioned the Recreation Department to continue the knitting clubs as a winter activity and to supply places where they may meet at night to knit. Lessons of responsibility and reliability have been learned, and the girls have become more aware, through this activity, of world-wide needs and conditions.

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The Place of Handicrafts in Our Schools

(Continued from page 402)

Hughes' agriculture, home economics, and industrial arts, we have excellent opportunities to introduce handicrafts in these fields. We also have a program of rural craft work. These classes include training in basketry, sewing and embroidery, crocheted and knitted goods, hooking and braiding rugs, weaving, pottery, wood carving, wood-working, and metal craft.

We, as school administrators, should do every-

thing we possibly can to encourage handicrafts. Professor Thorndike of Columbia University states: "In general nobody under forty-five should restrain himself from trying to learn anything because of a belief or fear that he is too old to be able to learn it." Handicrafts offer many adults an excellent basis for study and development, and can be used as a starting point in education regardless of the individual's level of intelligence or experience.

Some day American communities will come to regard a public workshop as indispensable to their cultural equipment as a library. Let's encourage it one hundred per cent!

Recreation Clubs—An Educational Experiment

(Continued from page 353)

embroiled in a heated argument over some contested point in a game, or over the apparently selfish behavior on the part of one child, the leader is encouraged to study patiently the very basis of the difficulty with the children at fault. Thus, the real meaning of controlled conduct and behavior is further developed.

In both the planning and conducting of the club activities it is recognized as being educationally progressive and desirable to coordinate units of the regular school curriculum with the play life. The club leaders are supplied with information concerning the content of sections or units of work in various fields, such as the natural and social sciences, home economics, physical education, arts and crafts, and music. The leaders often gain ideas from informal conversations of the children. Follow-up projects may be planned accordingly. In no way is the correlation of the club program and the school curriculum intended to add to the duties of the classroom teacher or bring the teacher in as a dictator of what should be included in the play club program. The correlation is informal and natural.

Two positive effects have been noted thus far in the project. The play club leaders have been familiar, first, with the degree to which skills are being given on a particular grade level; and second, with the content of some of the units of material in certain courses in the curriculum. The results of attempted coordination appear to be enriched experiences on the part of the children. The plan is to further acquaint the leaders with the school experiences of the children in the play groups in such a manner that the correlation is spontaneous and fluctuating.



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Let's consider fall camping, too — before snow falls and during the fall foliage festival season! Lafe Titus, a Vermont odd-jobs man (the same as his father before him), advised a summer resident who was packing up to leave for the winter right after Labor Day, as follows:

"Mister," he said, "this ain't any time to pick up and git out. You're shuttin' this place up just when you ought to be openin' it. You've been here all summer havin' a good time, pokin' round the place and settin' in the shade. It's been quiet and cool and nice here with all the green hills around, but you ain't seen it when it's really right.

"In a coupla weeks these hills will look like nuthin' I can tell about. They'll be red and yella and brown, and kinda coppery like, and all kinds of colors that I don't know names for. And around there'll be blue spruces and green pines. Them big maples out in front of the house will be just as red as fire. The air will be different, too. Sorta brace

you up. Make you feel like a young fella. The leaves will fall off the trees all sorta crackly and you'll want to walk down through the woods scuffin' your feet in 'em. Deer and partridges will be all around the place. Vermont's all right in the summer, but, well, it just ain't ripe yet."

(Continued on following page)

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Circulars, Table of Contents of above on request

PORTER SARGENT, 11 BEACON ST., BOSTON

(Continued from preceding page)

And we agree with Life; Vermont "ain't ripe" until fall and it doesn't really come into its own until its rolling hills and pastures are covered with snow. Our summer camp program has been utilizing the wilderness summers, but the time has come when we ought to use our equipment "when the season is ripe!"

Have the camp reunion right back at camp! Spend Thanksgiving where Thanksgiving was invented! Start short-term winter camps and week-end camps in the snow belt. Open the camp's facilities for ski schools, ski camps, and as snow train headquarters!

Skiing has captured the interest of the entire country, and its rapid but healthy development offers another outdoor opportunity to offset the increased tendency to live inside. The summer camp movement has been dedicated for fifty years to the developing of outdoor living and the enjoyment of wilderness camping. And now comes winter camping, opening new avenues of interest through the new use of our camping environment. Extracts from article by *Harold M. Gore* in *The Camp Director's Handbook—1940 Season*.

It's Being Done in Nature Recreation

(Continued from page 396)

Rocky Mountain National Park by NBC on Saturday noons. Park Naturalist Raymond Gregg is a genius at getting spontaneous conversation from boys and girls as they hike over park trails.

Soil Conservation Program for 4-H Clubs. "Farm Mapping Project," James A. Porter. Extension Division, Michigan State College, East Lansing, 1939. 32 pp. An excellent spring project. Also "Projects in Forestry, Soil and Pheasant Raising," Club Bulletin 29. Michigan State College, East Lansing. 26 pp.

State Parks. Oklahoma State Parks Board has issued a folder describing the natural features of its eight state parks.

Superstitions. "You and Your Superstitions." Lucas Bros., Columbia, Missouri. 249 pp. \$2.13. Comprehensive and entertaining.

Tour. An annual spring nature tour is held in the Starved Rock State Park Area, Illinois, according to Dr. Donald T. Ries, Park Naturalist. An array of authorities serve as guides for the 2,000 persons attending.

Trail Building. A Canadian bucksaw, sold by camping supply houses, can be easily carried in a pack. It handles an eight to ten inch tree.

Trees on Main Street. Edward A. Connell, Town Tree Warden, Stamford, Connecticut, tries to let the taxpayers know the cash value of roadside shade trees. On West Hill Road, for example, there are thirty-one different species worth approximately \$12,500. He also considers it important to have neat, capable, and intelligent workmen. Public psychology applies here as elsewhere.

The "Three-M's"

(Continued from page 354)

their communities; they know more about the people who live in them, and this will lead them in the future, I hope, to be better citizens and to work to improve the quality of citizenship for the communities in which they live. It will help them also to make up their minds on topics of state and national interest, and therefore to be more valuable as individuals and as members of any organization which they may join."

Folktime in Richmond, Virginia

(Continued from page 376)

Club, accompanied by the WPA Orchestra, sang ballads as they were pantomimed on the grassy stage. The legends of the folk games, dances and ballads were given by a narrator, a member of the local Theater Guild.

Beginning with the old folk tune, "Cripple Creek," the orchestra opened the festival which included the familiar games, "Oats-Peas-Beans," "Go In and Out the Windows," "Three Dukes A'Ridin'," "Old Roger Is Dead," and "Lazy Mary." The songs selected were the "The Frog Went A'Courtin'," "Old Gray Goose," "Billy Grimes," "The Wagner's Lad" (Old Smokey), and "Paper of Pins."

Familiar dances were: "Turn the Glasses Over," "Old Dan Tucker," "Bow, Bow, O Belinda," "Jump Jim Crow," "The Jolly Miller," "Pop Goes the Weasel," and "Captain Jinks."

The three ballads were: "King John and the Abbott," "Bonny Barbara Allen," and "Raggle Taggle Gypsies," selected from the *American Anthology of Old World Ballads* set to music and orchestrated by one of Richmond's young composers.

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No Virginia Folk Festival could be considered complete without the tantalizing scrape of the fiddle and the loud call of "Balance all." Mothers and fathers whose children had played, danced and sung in the early evening chose their partners and danced "Two Hands Across," "Bird in the Cage," and "Virginia Reel."

The purpose of the Community Recreation Association in producing the folk festival and its value to the participants and their friends can be no better expressed than in the words of the following editorial, which appeared to the *Richmond Times-Dispatch* after the event:

Folktime in the Park

There is so much that is artificial and unrealistic in the lives of children today, that the Virginia Folk Arts Festival held at Monroe Park on Friday night, seemed to us to be an event fraught with considerable significance. It is seldom nowadays that one sees children laughing and enjoying themselves with such spontaneous delight as did those who participated in the festival. If one happened to go to the park long before the set program was to begin, simply in order to see whether the folk idea had caught the fancy of the children, there was a pleasant surprise. Some of the girls and boys were there hours before the per-

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formance began, doing a little practicing. How would our teachers like to see more of this eagerness in their pupils?

Many of the boys and girls who danced to folk music in the park, derived their enjoyment partly from the novelty of the experience. The planners of the program knew that they were simply touching the springs of a cultural heritage that dates back far into the history of England, to the days before the dour Puritans began to repress the spirits of the people.

When children are playing folk games and dancing to folk music in the park they are in vital touch with the realities of art and life. They are not having tinselled dramas served up to them in a fantastic setting, as so often happens in modern life, and they are not being served intellectual pabulum. They are, for a change, learning to appreciate life, while at play. We hope the idea of the folk festival—this old English carnival idea—will spread to all the parks of the state.

For Their Off-Duty Hours

(Continued from page 391)

West Allis Provides for Service Men

THE WEST ALLIS, Wisconsin, Department of Recreation, a community of 36,000 people, after considering what ought to be done to expand its program to help meet the needs of service men, consulted with the Board of Education, the City Council, the Veteran organizations, the Draft Board, and the newspapers. When a check-up of surveys made by the army and navy on rejections for health reasons disclosed a large percentage of the men in poor physical condition, the Department invited all registered draftees to take part in conditioning classes held on the playgrounds from 7:30 to 9:30 several evenings a week under the leadership of qualified physical instructors licensed by the state to teach. These classes have also been established for the Home Guard units, and in addition all of the men in the community have been invited to take part in similar classes. The only requirement is that they must register and have a physical examination before taking part in the program. Classes are also being arranged for playground children of various age groups.

West Allis is the center of much industrial defense activity. In addition to three large companies, among them Allis-Chalmers, there are twenty smaller factories doing defense work. Many recreation activities are being conducted for

the workers and their families. For the women classes conducted by city nurses have been organized on the playgrounds in emergency nursing, first aid, and Red Cross work. These women are being given practical instruction that can be applied in their own homes as well as in emergency situations.

Recreation Camps for Men on Leave

SCATTERED over the United States where troops are being trained for defense, the army is providing camps which are "about as unmilitary as they can be," according to the article by Charles Hurd in *The New York Times*. No bugle blows reveille and breakfast is served as late as nine o'clock in the morning!

The idea was conceived by General George C. Marshall, Chief of Staff, who a few months ago initiated the camps as an experiment. Today they are an established part of the routine of the army program, and by fall camps capable of accommodating 20,000 soldiers will be in operation.

The recreation camp is designed as a place to which soldiers may go on week ends when they have leave from Friday night until Monday morning. Frequently they go in batches of a hundred with a commissioned officer and a sergeant as escort on the trip. They may go in trucks or the railroads carry them at a special rate of a cent and a quarter a mile, which they pay themselves. Once at camp, the soldiers sleep in tents with wooden or cement floors. There is no charge for this. Each camp has a large tent which serves as a lounge and at which is a concession serving meals at cost at prices ranging from fifteen to thirty cents.

The army is enlisting civilian aid in its camp project, and in each city near which a camp has been put in operation a committee has been organized to provide entertainment. The soldier on arrival at camp receives a mimeographed booklet outlining events for the week end. There are always dances and frequently free shows. The practice is growing of permitting men in training to use local recreation facilities without cost.

No soldier has to go to a recreation camp, for his leave is his own time. The camps are located only as a convenience if he wishes to use them, but now the enlisted man is making them a major factor in the military program.

Magazines and Pamphlets

Recently Received Containing Articles of
Current Interest to the Recreation Worker

MAGAZINES

Beach and Pool, June 1941

- "A Kansas City Builds a New Pool"
- "How Municipalities Can Appeal Properly for a Swim Pool"
- "Modern Replacement of a Fill-and-Draw Pool" by Gilbert E. Hotchkiss
- "Swimming—Recreation and Health" by George W. Cox

Beach and Pool, July 1941

- "The Story of Centennial Park Beach" by James L. Nichols
- "Water Conditioning a Prime Requirement" by R. N. Perkins. The treatment of pool water

The Child, June 1941

- "Camping with Crippled Children at Greentop" by Mary E. Church

Hygeia, August 1941

- "Recreational Therapy" by John Eisele Davis. Help for the mentally ill

Junior Arts and Activities, June 1941

- "Finger Painting—Everybody's Art"

Louisiana Schools, June 1941

- "The Schools and Recreation" by G. M. Gloss

The Nation's Schools, July 1941

- "The Camp as a School" by Vinson Strohmman
- "Principals Tackle Football" by Donald J. Bell. Survey of high school football in California

The Nation's Schools, August 1941

- "Bicycling Made Safe" by A. J. Moog

Parents' Magazine, August 1941

- "Children Can Play with Animals at the Children's Zoo" by Lucile D. Kirk

Parks and Recreation, July 1941

- "Operation and Maintenance of Pools and Bath-houses" by O. L. Peterman

Public Management, July 1941

- "It Pays to Play." Editorial comment

PAMPHLETS

Democracy in the Summer Camp. Education and National Defense Series, U. S. Office of Education. Pamphlet No. 23

Superintendent of Documents, Washington, D. C., price \$.15

An Invitation to New Play Areas

National Park Service, Department of the Interior, Washington, D. C.

Manuals of Instruction and Information. Summer Playgrounds, 1941

Compton City School District and Union Secondary District, Compton, California

Outdoor Programs, National Capital Parks. 1941

National Park Service, Department of the Interior, Washington, D. C.

Plays and Pageants. 1940-41. Classification and description of plays and pageants

The Womans Press, 600 Lexington Avenue, New York

Costumes

Recreation Training School, WPA, 107 Washington St., New York

Field Trips for Amateur Naturalists. Spring 1941

Newark Museum Nature Club, Washington Park West, Newark, N. J.

Instructions in Methods of Seat Weaving by H. H. Perkins

The H. H. Perkins Co., 256 Shelton Ave., New Haven, Conn.

Nature's Program by Gaylord Johnson

Nelson Doubleday, Inc., 111 Eighth Ave., New York

Outdoor Living by E. Laurence Palmer. Cornell Rural School Leaflet, March 1941

New York State College of Agriculture, Cornell University, Ithaca, N. Y.

The Precious Fifty Hymns

Home Institute, 109 W. 19th St., New York, price \$.15

Seal-o-San Basketball Coaches Digest. Second edition, 1941

The Huntington Laboratories, Inc., Huntington, Ind., price \$.25

A Study of Parks, Parkways and Recreation Areas

Washington State Planning Council, Olympia, Wash. Condensed from the original mimeographed publication dated July 21, 1939

Summary, Analysis and Recommendations of the Recreation Survey

Butler County Committee of the Pennsylvania Economy League, Community Building, Butler, Pa.

Report of the Chief of the Forest Service 1940

Superintendent of Documents, Washington, D. C., price \$.10

Tournaments

Recreation Training School, WPA, 107 Washington St., New York

The Summer Camp

Camp Fire Girls, Inc., New York City

The Summer Way for M. I. A.—Recreation, Education, Religion in the Out-of-Doors

General Board of M.I.A., Salt Lake City, Utah, 1940, price \$.25. Manual for recreation leaders in the Mutual Improvement Associations of the Mormon Church

Survey on the Utilization of Visual Aids

Victor Animatograph Corp., Davenport, Iowa, 1940

Woodland Trail Walks with the HTB. No. 9, April-November 1940

Hiking Trips Bureau, Ho-ho-kus, N. J., 1940, price \$.10

A Year's Good Parties by Beth E. Cummings

Farm Journal and Farmer's Wife, Washington Square, Philadelphia, Pa., price 15 cents

Plays in the Vernacular!

(Continued from page 360)

to the "Dance of the Bottle" which was not as good as the first one. A Mexican storekeeper had the "Dance of the Bottle" record, but he would not lend it to us, so we had to rent it for thirty cents.

The morning of the dress rehearsal was a wild time. We kept the road hot between the school-house and the other side of town getting the record, etc. The leading lady forgot to bring her

special shoes, had to go home after them, lost one en route, had to go back again to find it. The leading man forgot his sombrero and had to go after it.

At long last, sombrero, record, shoes, serape, pinata, drawnwork, pottery, tortillas were all assembled and we were ready to draw the curtains to entertain the other division of the Fifth Grade and the entire Sixth Grade, when we discovered that Lupe, one of the chief actors, was missing. We hunted everywhere for him but could not find him. Finally, someone went upstairs to our room and there sat Lupe! He had decided "not to be in it." I had to send three different delegations after him before he consented to be dragged before the footlights. It was a case of stage fright.

The noon bell rang before we had finished the play, so Gilbert, the stage manager, had to announce that we would finish it some other time. The auditorium was in use all the time afterwards, so we never did finish it, much to the dissatisfaction of our audience.

We did, however, finish the regular performance when the mothers were there. I was doubtful that day at noon whether there would be a play, as the leading man announced that he would not be there in the afternoon; the leading lady said she was sick; and one of the actors was mad because someone had teased him, and said he would not be there. I asked another teacher what I should do if they did not come and she said, "Don't worry, you couldn't keep them away." Sure enough, they were all on hand and ready to begin at the appointed time—even Lupe!

People seemed to enjoy the program; it was different from any we had had before. The children sang several songs in Spanish, which pleased the audience. In the end, they all did well, and looked fine in their sombreros and serapes.

Mothers' Clubs Bridge the Seasons

(Continued from page 381)

people of Austin. The year will be almost completed in August when election of officers will be held and the awards presented at the second annual camp fire.

This diversified program has been planned, with the assistance of the recreation leader, by a group of women who are sincerely interested in the growth of playgrounds. These women, "the people," are remembering their promise that they gave at the camp fire last summer that they would help to the best of their ability to make a better playground system. And they are doing it!

New Publications in the Leisure Time Field

The Playleaders' Manual

By Margaret E. Mulac. Harper and Brothers, New York. \$2.75.

"IF A LEADER acquaints the child on the playground with some new opportunity for joyous living that will remain as a source of pleasure and satisfaction for years to come, that leader has performed an invaluable service to the child and to the community in which he lives," says Miss Mulac in her introduction to this practical guide. And it is to help the play leader in introducing the child to these new opportunities that Miss Mulac has dedicated her book. It has not been possible, as she herself points out, to deal in great detail with all the subjects discussed, but in her presentation of the many types of activities possible of development from games to nature study, from handcraft to dramatics, Miss Mulac has performed a real service. Not only the leader on the playground but teachers, camp counselors, and club leaders will find this manual exceedingly helpful.

Games We Like Best—Kit 52

Edited by Lynn and Katherine Rohrbough. Cooperative Recreation Service, Delaware, Ohio. \$25.

QUIET GAMES, children's games, active games, socialisers, and games of skill are described in this issue of the Recreation Kit. The collection includes ten traditional games from Tennessee.

Reading for Enjoyment

By Donald MacCampbell. Harper and Brothers Publishers, New York. \$2.50.

HERE IS A BOOK which extends to the reader an invitation to new adventures in reading. In its pages Mr. MacCampbell tells how through careful selection, systematized reading habits, correct use of library facilities and other methods, every minute of reading time can be filled with enjoyment. The book is a guide to good books and to wise reading.

Design and Figure Carving

By E. J. Tangerman. Whittlesey House, McGraw-Hill Book Company, Inc., New York. \$4.00.

HUNDREDS OF DESIGN and figure elements for whittlers and wood carvers are illustrated and detailed in this volume with its more than 1,300 individual sketches and photographs. The text progresses from the simplest design units executed with a single tool to exceedingly elaborate subjects requiring a variety of tools. Materials discussed include wood, soap, ivory, celluloid, and plastics.

Creative Rhythms

By Rhoda Reynolds Sutton. A. S. Barnes and Company, New York. \$1.60.

SINCE THE MAIN objective in rhythms for elementary school children is dance, which is creative, teachers and recreation leaders are faced with two problems: How can activities be provided which will have meaning for each individual child, and how can the teaching be done so that suggestions for new rhythmic activities will come from the children themselves? This book, by showing how seven, eight, nine, ten, eleven, and twelve year olds have reacted to a dance program based on their own experiences, helps answer these questions.

Booklist Books 1940

American Library Association, Chicago. \$40.

THE 1940 *Booklist Books* selected by the vote of about fifty librarians and a few specialists has been compiled by the Staff Book Reviewing Committee of the Queens Borough Public Library, New York City. All titles listed were published in 1940, and the selection of the books was determined by their usefulness to the average small or medium sized public library. The books are classified under a number of headings such as Fine Arts and Amusements, Travel, Fiction, Social Sciences, and Technical and Business Books.

Playing Fair

A Book of Tolerance Plays. By Fanny Venable Cannon. E. P. Dutton and Company, Inc., New York. \$1.00.

TOLERANCE as the emotional and intellectual basis for the political doctrine of democracy furnishes the central theme for each of the four dramas included in this volume, which are designed to instill an appreciation of our common cultural heritage wrought by the hands and intellects of people of many nations and groups, unified by a common ideal. Each play deals with questions which might arise in high schools where students are drawn from diverse social and economic backgrounds.

Table Decorations and Party Plans

By Alfreda Lee. Bridgman Publishers, Inc., Pelham, New York. \$1.50.

A VERY PRACTICAL aid for the harassed hostess is this attractive book with its many illustrations and its simple and understandable text. There are suggestions for invitations, inexpensive centerpieces with matching favors, place cards, original games with artistically appropriate decorations, as well as novel and delectable menus.

Festivals In San Francisco.

Prepared by the Northern California Writers' Project., WPA. James Ladd Delkin, Stanford University.

This volume, one of the American Guide Series, contains a description of celebrations by months which are as large a part of San Francisco's living as if they had been observed ever since the first settlers built the presidio and mission here in the year of the Declaration of Independence. It has not been possible in this book to describe all of the festivals brought by the pioneers. For those selected, however, the historical, religious, or legendary background has been given whenever possible. Colored illustrations add to the attractiveness of the book.

Youth-Serving Organizations.

By M. M. Chambers. American Council on Education, Washington, D. C. \$2.50.

Every recreation agency and others concerned with problems of youth will want to have access to this comprehensive reference work prepared by Mr. Chambers for the American Youth Commission. A revised and enlarged edition of a publication first issued in 1937, it contains a descriptive inventory of 320 national non-governmental agencies serving youth. For each organization the data are presented under the following heads: membership, purpose, activities, publications, staff, and finances. The book also contains statistical tables, organization charts, and a bibliography.

In addition to the directory of agencies the book contains a "summary preview" of organizations in the field of youth service. Of special interest is the discussion of the role of these associations and of their relations one with another and with the schools. The form of presentation and the carefully prepared index facilitate the use of the book which is designed to supply basic information bearing on such questions as: (1) What are the general purposes and activities of the national youth-serving organizations which have local branches in my community? (2) Are there any national groups not represented in my locality whose aims and policies indicate that a local branch would be an asset to the youth of this community?

Creative Dramatics in the Jewish Center.

By Zachary Serwer. Jewish Welfare Board, 220 Fifth Avenue, New York. \$5.00.

Here is an interesting handbook designed to serve as a guide to club leaders in Jewish community centers who wish to make dramatics provide a means for creative expression, serve as a method of instruction in other activities, and focus the attention of club members on culture and problems of the Jewish faith. A variety of projects are suggested—lecture demonstration tableau and games, a series of sketches, the play, the pageant, or the living newspaper.

The Record Book.

By David Hall. Smith and Durrell, Inc., 420 Madison Avenue, New York. \$3.50.

A remarkable 750-page book of invaluable help to anyone wishing to commence or to add to a library of music for the phonograph. It has many hints as to needs, methods and the pleasures of record collecting, and an enormous fund of information about recordings themselves. This information includes not only a complete listing of the recordings but also a frank, informal and impartial criticism of each one. This is especially valuable where two or more recordings of the same music are available. Moreover, the commentaries on the music itself, on the composers and on the general development of music in each period are very enlightening. Every lover or would-be lover of music on records should have this book. The enthusiasms and protections it conveys

will surely lead him farther and farther on the road of growing enjoyment.

Home Course in Cartooning.

By George Carlson. Home Institute, Inc., 109 West 19th Street, New York City. \$15.

In the days of long ago kings and rulers had jesters to furnish amusement. Today the cartoon artist is jester to millions who are reached through the magic of printer's ink. This booklet will show you how to create the cartoon figures which are used so effectively in promoting ideas of various kinds.

Character Education in a Democracy.

By S. R. Slavson. Association Press, New York. \$2.50.

The author, in this plan for integrative education, probes into the meaning of character in terms of personality structure, family, school and club relations, the job, and total culture. He points out the need for changing emphases in a changing society in the educational field and in leisure-time education as well. From his broad experience he illustrates the developing of individuality and the methods of training and redirecting character in the setting of present-day conditions and for an ever evolving democratic plan of life.

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